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ABSTRACT

An increase in the number of schools adopting year-round programs prompted this analysis of all year-round education programs in California. Chapter 1, "Introduction to the Study," outlines study organization and calendar scheduling plans. "Design of the Study," chapter 2, describes data obtained from interviews, surveys, databases, site visits, and California Assessment Program files. Chapter 3, "Academic Achievement in Year-round Schools," interprets achievement data. Compared to traditional schools, year-round schools most frequently serve lower socioeconomic communities and have twice as many limited and non-English-speaking students and a larger percentage of minority students. Many schools are not achieving at predicted levels, though single-track schools have the strongest performance. Chapter 4, "Cost Analysis," reveals that increased per-pupil costs compare with those of traditional programs. "Characteristics of the Year-round Education Program," chapter 5, discusses operations and survey results. Teachers experienced better quality instruction and preferred teaching year-round. Students had mixed feelings about school scheduling. Parents' overall satisfaction was positive. The final chapter, "Conclusions and Recommendations," indicates that year-round education is an acceptable alternative. Overcrowding is relieved, new school construction is avoided, and flexible curriculum planning and extended teacher employment are offered. Recommendations are provided to districts and state agencies. Twenty-one tables and 13 figures exhibit data findings; 5 appendices provide survey instruments. (CJH)

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Year-round Education: Year-round Opportunities

A Study of Year-round Education in California

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Year-round Education: Year-round Opportunities

A Study of Year-round Education in California

Prepared by:
CLAIRE QUINLAN
CATHY GEORGE
Special Studies and Evaluation Reports Unit
California State Department of Education

and

TERRY EMMETT
Policy Analysis for California Education
School of Education
University of California, Berkeley

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During the course of the study, we visited seven school sites and district offices which included Amesti Elementary School, Pajaro Valley Unified School District; Juarez-Lincoln Elementary School, Chula Vista City Elementary School District; Miles Avenue Elementary School and Huntington Park High School, Los Angeles Unified School District; Miller Elementary School and Farb Middle School, San Diego Unified School District; and Franklin Year-Round Elementary School, Oakland Unified School District. We are appreciative of the kindness of the personnel in these districts and schools.

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Claire Quinlan
Cathy George
Terry Emmett

Executive Summary

This study of year-round education programs in California was prompted by a recent increase in the number of schools that have shifted to year-round programs. In an era of increasing enrollments, particularly among large minority-populated urban school districts, and fierce competition for scarce educational resources, many districts are choosing year-round education over more traditional alternatives such as portable classrooms, split sessions, and construction of new schools. For the most part the decision to convert to a year-round program is based on what is the most expedient way to accommodate burgeoning enrollments. Little is asked, or indeed known, about the educational impact of the year-round program.

Most studies on year-round programs are case studies of the experience of one school or school district with the year-round calendar and thus lack a statewide perspective. This study is the first attempt to analyze and synthesize information on all schools with year-round programs in California. The issues presented in this report span the major areas associated with year-round programs and are designed to inform decision makers at both the local and statewide levels.

Some of the questions and concerns about year-round education programs are listed below, together with summary findings and recommendations.

What is year-round education?

Year-round education is a reorganization of the school calendar into instructional blocks and vacations distributed across the calendar year so that learning is continuous throughout the year. A popular plan, called the 45/15 plan, has instructional blocks of 45 days followed by 15 days of vacation. The pattern is then repeated throughout the year. Students and teachers can be grouped into tracks whose instructional blocks and vacations are staggered; while one track is on vacation, another can use its space.

One interesting feature of the year-round program is the intersession program operated by some districts. During their vacation period students have access to remediation, enrichment, or acceleration programs. The intersession adds a great deal of flexibility to the curriculum.

What is year-round education in California like?

Although the first year-round education program implemented in California was for the purpose of improving academic achievement, most of the year-round programs in the state were designed to alleviate overcrowding. Two-thirds of the 277 schools operating year-round programs today are multitrack schools. The Los Angeles Unified School District is seriously considering phasing totally into year-round programs by 1991 (although some will be single-track schools).

The most popular plan in California is the 45/15 Plan, implemented by 69 percent of the schools in year-round education. This plan in the multitrack mode allows for accommodation of up to 33 percent more students than building capacity. The next two most popular plans, Concept 6 and the 60/20 Plan, provide for 50 percent and 33 percent more students, respectively. These plans represent 14 percent (Concept 6) and 11 percent (60/20 Plan) of the year-round schools.

A large majority of the year-round schools in the state are in the southern region, where the great waves of enrollment growth are occurring.

How does the academic achievement of students in year-round programs compare with that of students in traditional calendar programs?

California Assessment Program (CAP) results were analyzed to answer this question. Differences were found between the background characteristics of year-round schools and those of traditional calendar schools. Year-round schools are more likely to be found in communities with a lower socioeconomic status and a higher proportion of families receiving AFDC. Year-round schools also serve about twice as many limited- and non-English-speaking students as do traditional schools. Year-round schools are also characterized by a larger percentage of minority students than the statewide average. The best explanation for these differences in background characteristics is that the communities experiencing severe overcrowding are frequently in urban areas that have these associated demographic characteristics.

The analysis of reading and math CAP scores for grades 3 and 6 revealed the following:

- Year-round schools perform below the level predicted for them on the basis of their background characteristics.
- When single-track and multitrack schools were compared, single-track schools performed at or above prediction, whereas multitrack schools scored considerably below their predicted score.
- Multitrack schools were divided into those in large urban districts and those in nonurban districts. Analysis showed that although both groups of schools performed below their predicted levels, the multitrack schools in large urban districts performed further below prediction.

Many of the year-round schools in California are not achieving at predicted levels. This shortcoming is most likely due to factors unrelated to the year-round calendar of the school but possibly related to the special needs of the communities in which year-round schools have been placed.

The strong performance of the single-track year-round schools indicates that the year-round calendar is a viable educational option that can be associated with achievement at or above predicted levels.

What are the costs and savings related to year-round programs?

At the district level the costs of implementing a year-round program usually are either transition costs, which may include the cost of air-conditioning, or operating costs, which would include additional staff salaries and utilities. To some extent these costs can be offset by state incentive grants, for which districts must apply and qualify. When the increased costs for the implementation of a year-round program are computed on a per-pupil basis, the costs are comparable to those for a traditional calendar program.

Savings at the district level might include the avoided costs of new construction (although this has been primarily a state-level cost in recent years), purchase or lease of portables, and/or busing. In addition, incidental savings accrue as a result of improved teacher and student attendance and of a decrease in vandalism costs.

At the state level the major costs for year-round education programs are the incentive costs. Three incentive programs currently exist: one paying $25 per pupil; another paying an additional amount up to $125 per pupil; and a third which has never been implemented and is due to expire in 1988. Districts must qualify on the basis of application for new school construction for the incentive programs. In 1986 twelve districts received the grant of $25 per pupil. The second program was enacted in 1986 and had not made payments at the time this report was written.

The major saving for the state is the avoided cost of new school construction. Estimates of construction costs to accommodate excess enrollment range from $2.8 billion to $5 billion. Additionally, savings accrue from the avoided cost to the state for financing or purchasing portables.

What are the factors associated with the district's decision to implement a year-round program?

The most important element in the implementation of the year-round program is community support. When the district is confronted with real or potential overcrowding, it faces choices among new construction, busing, split sessions, portables, or year-round education. Whatever alternative is chosen will affect the community in one way or another.

The staffing of year-round schools in most districts is voluntary, with some districts reporting waiting lists for the year-round assignment. In general, year-round staff tend to be younger, less experienced, and less advanced educationally than their statewide counterparts. Year-round staff also include a higher proportion of females and minority members than the educational staff statewide.

Year-round programs also require a redistribution of student support services. Nurses, speech therapists, and other specialists must be employed year-round. Administrators in multitrack programs need special assistance because of the added duties of coordination and communication.

A district planning to implement a year-round program should expect increased demand for building maintenance. Multitrack year-round programs intensify wear and tear and leave little time for maintenance. Storage of teacher and student materials when a given track is on vacation is another consideration.

Costs, as described in the preceding question, should be considered in the decision to implement a year-round program. In addition to the incentive programs, the state also offers funding for insulation and air-conditioning for year-round schools.

What different practices and procedures are found in year-round schools?

The curriculum in year-round schools does not differ markedly from that of the traditional programs. The year-round instructional blocks appear to lend themselves well to the curriculum structure.

In the multitrack program, students can be assigned to tracks in a variety of ways, including geographic area, self-selection, ability grouping, and so on. Each method has its merits and problems.

In an elementary multitrack year-round school of fewer than 500 students, class scheduling can be a problem. Often, combined classes are necessary because there are not enough students at each grade to support all tracks. The problem is exacerbated at the secondary school in the scheduling of advanced or elective classes.

Intersessions allow time for creative projects, such as peer tutoring, special writing seminars, and so on. However, severely overcrowded schools often cannot offer intersessions because of space limitations. Intersessions are usually funded with summer school funding or categorical program funding.

Both teacher and student attendance tends to improve in year-round schools, where less fatigue and more enthusiasm are reported by staff. In addition, vandalism tends to decrease, probably because the schools are continually occupied.

Some year-round schools have heavy involvement with community agencies, such as child care, recreation, and law enforcement agencies. This involvement is usually found in settings where the community is supportive of the year-round program.

How do teachers like the year-round program?

Teachers believe that the continuity of instruction characteristic of year-round education programs produces better-quality instruction than the traditional program. They cite less review time and less retention loss as benefits of the year-round program.

About 74 percent of the teachers said they preferred teaching in the year-round program. They also expressed strong satisfaction with both the duration and frequency of vacations, which they said relieved stress in a systematic way.

Teachers like the opportunities provided by the intersessions, both for the chance to engage in creative teaching activity and for the chance to supplement their salary by extra or substitute teaching.

Teachers in multitrack schools are particularly concerned about the problem of storage of materials when their track is on vacation because few schools seem to have adequate storage facilities. In addition, some teachers do not return to their original classroom after vacation but must "rove," a situation which creates a hardship for both teachers and their classes.

What do students think about the year-round program?

Students had difficulty distinguishing their feelings about year-round education from those about schooling in general. Some students had been in year-round programs since they entered school. In students' eyes the major feature of the year-round program was the vacation schedule, which was praised by more than half the students. A small group of students complained that summer vacation was too short or that they were not out of school when their friends were.

About 40 percent of the students thought they learned more in the year-round program because of the shorter vacations and less chance to forget what they had learned. Some secondary students found better job opportunities with the year-round calendar.

How do parents view the year-round program?

Parents' reactions to the year-round programs were somewhat mixed. About one-half of the parents had children who were all on the same vacation schedule; however, about a third of the parents said that planning family vacations was more difficult than with the traditional calendar. About 80 percent of parents surveyed were satisfied with the track assignments of their children.

In comparing year-round programs with traditional calendar schools, parents were divided. Between one-third and one-half of the parents did not see much difference between the two on several factors, such as quality of instruction, student attendance, child care arrangements, appearance of schools, and communications. The remaining parents heavily favored year-round over the traditional programs in these areas. However, this latter group rated the year-round program worse than the traditional when they rated classroom conditions in hot weather. Overall satisfaction with the year-round program in comparison with the traditional program was clearly positive.

What conclusions and recommendations resulted from the study?

The major conclusion of this study is that the year-round education program is an acceptable alternative to the traditional calendar program. The year-round program can relieve school overcrowding as well as postpone or avoid new school construction. It offers flexibility for curriculum planning, and opportunities for extended teacher employment.

The following recommendations are offered:

To Districts Considering Implementation of a Year-round Program

1. Involve the community in the planning of the year-round program from the beginning. The cooperation and support of the community are important to the success of the program.

2. Allow adequate time for planning. Experienced administrators recommend a planning period of approximately 18 months.

3. Examine several calendar options to determine the one best suited to community needs. When selecting a calendar to accommodate elementary level demand, consider future secondary level needs, including an appropriate calendar. It is desirable for the district to coordinate its calendars if it uses more than one calendar.

4. Provide a clear and convenient option for parents who wish to have their students on a traditional calendar.

5. For a multitrack year-round program, develop a track assignment procedure that will serve the best interests of the student.

6. Investigate state incentive programs and special funding for air-conditioning and insulation of year-round schools.

7. For a multitrack year-round program, plan for extra maintenance and for storage space for instruction materials.

To Districts Operating Year-round Programs

1. Continue to foster community support for the year-round program. When community support wanes, the year-round program tends to deteriorate.

2. Use the flexibility provided by the year-round program to enhance the curriculum. Creative intersession programs can have sound educational value. Many schools have established exemplary practices which could be adopted by other schools.

3. Develop creative means of delivering staff development services to teachers and administrators in year-round schools.

4. When planning districtwide events or time lines, take into account the special schedule for the year-round program.

5. Consider the maintenance needs of a multitrack year-round school and schedule work accordingly. A regular cleaning and painting schedule for the district usually does not satisfy the needs of the year-round program.

6. Schedule standardized testing programs, including the California Assessment Program, so that each track has approximately the same number of weeks of instruction preceding testing as the traditional calendar schools have.

7. For a multitrack year-round program, provide administrative assistance for the school principal.

To State Agencies

Department of Education

1. Develop staff development incentives appropriate to a year-round education program.

2. Develop ways of using the flexibility of year-round programs to enhance school reform.

State Board of Allocation: Provide clear information regarding incentive programs for year-round education.

I. INTRODUCTION TO THE STUDY

Recently, the nation's governors convened in Hilton Head, South Carolina, to consider what they might do to improve public school education throughout the nation. One of their concerns focused on anticipated enrollment growth and underutilization of existing physical facilities. Governor Ted Schwinden of Montana noted that school buildings are the most underutilized public facilities. Representing an investment of a quarter of a trillion dollars, they are used for only 180 days of the calendar year. This concern resulted in a recommendation that "states should act to restore school buildings, including the adoption of year-round school calendars." This recommendation was published in a report, Time for Results: The Governors' 1991 Report on Education.

In California interest in year-round education programs has increased sharply over the past few years. Much of the interest occurs because many school district administrators are being forced to resolve actual or potential problems of overcrowding in their schools. Projections of student enrollment over the next five years show large growth patterns in certain areas of the state. According to Harold Hodgkinson (1986), there are "two million children under the age of five in California, the majority of whom live in the southern half of the state" (page 2). When this figure is compared to the current California public school enrollment of four million students, the dimensions of the problem of overcrowding become obvious. If this growth continues at a steady pace, 26,000 additional classrooms will be needed by 1990 (Trombley, 1985). However, school buildings cannot be constructed in time to accommodate this rapid growth in certain areas. Therefore, alternative courses of action must be thoroughly examined. Year-round education offers an alternative to school construction.

Organization of This Report

This study of year-round education programs in California was conducted by the Special Studies and Evaluation Reports Unit, Program Evaluation and Research Division, California State Department of Education, with support from Policy Analysis for California Education (PACE).[1] It was undertaken to examine the nature of year-round education programs, particularly as a potential solution to school overcrowding.

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[1] PACE was responsible for the cost analysis (Chapter IV) and assisted in interviewing certain experts and in making some of the site visitations.

The report focuses on three major aspects of year-round education: student achievement, cost, and characteristics. This chapter contains background information; Chapter II provides a description of the structure of the study; and Chapter III contains an analysis of data on student achievement in year-round schools as reported by the Department's California Assessment Program. Chapter IV provides a cost analysis of year-round education programs, and Chapter V contains a discussion of their operation, including the perspectives of teachers, students, and parents. The final chapter, Chapter VI, offers conclusions and recommendations.

Background of the Study

Year-round education is not a new concept. Since the turn of the century, a few school districts, particularly in large urban areas such as Buffalo and Chicago, have from time to time operated schools for 11 or 12 months each year. In some of these school districts, students have had the opportunity to attend school on more days than the state-required minimum, usually about 180 days. In other districts students have attended school for only the required number of days but have followed a schedule in which the instructional days are distributed over 12 months and vacations are allowed periodically. With this schedule vacations could be rotated so that the vacated space could be used by other students and above-capacity use could be made of school facilities. This type of scheduling provided a solution to overcrowded conditions without the expense of new school construction.

The Hayward Unified School District was the first California district to operate a year-round education program, primarily to improve the achievement of its students. The program was begun in one school in 1968. The school year was lengthened to 200 days and divided into four terms. Students attended school for 50 days and then went on vacation for three weeks. This pattern was repeated for the remainder of the school year. Special legislation was passed to grant exemption from certain state reporting requirements and to provide financial support for the additional instructional days. When the legislation expired in 1975, the program was not renewed, although the district showed evidence that test scores had improved and that parents, teachers, and students favored year-round education. Because the extra funding was lost, the year-round program continued under a 180-day plan, which still exists.

By 1972, rapid growth in school enrollment, especially in San Diego County and vicinity, had prompted 15 school districts in this area to institute year-round education programs to relieve overcrowded conditions. As the population growth continued, particularly in southern California, more districts began year-round programs until the movement reached its peak in 1976-77, when 56 districts operated such programs in 200 schools. Since then, as public school enrollments have decreased, the number of participating districts has declined to the present 42. Another factor contributing to the decline was the passage of Proposition 13, which restricted income. Thirteen districts suddenly discontinued their year-round programs in 1978.

Although the number of participating districts has fallen, the number of year-round schools has increased to 277; and the number of students served by these programs has reached the highest point ever, 251,000.

Nearly one-third of the districts operating year-round programs no longer suffer from overcrowded conditions, but they have chosen to continue year-round education for other reasons. Some of the other participating districts face rapidly increasing enrollment, and they plan to extend the program to other schools in their districts. The Los Angeles Unified School District, for example, is considering a plan to phase in year-round education programs for most of its schools over the next five years.

A directory published by The National Council on Year-round Education lists 63 school districts in 16 states operating year-round programs during 1985-86. Forty-two of these school districts are located in California. Seventy-one percent of the national enrollment in year-round programs is in California public schools, and 38 percent of the national enrollment in these programs is in the Los Angeles Unified School District. Of the 410 schools in the nation operating year-round programs, 277 are in California.

Scheduling Patterns

Year-round education programs come in a variety of forms. However, all have periods of instruction and vacation that alternate throughout the calendar year. The vacation periods are called intersessions, during which enrichment, acceleration, or remedial programs are usually offered for the students on vacation. However, not all districts offer intersession programs because some lack the space or financial resources to do so. Many districts use the intersession to provide categorical services. These intersession programs range in duration from one to three weeks and are voluntary. In many instances off-campus learning opportunities are offered, including community-based cultural or recreational programs.

Often-cited advantages of the year-round calendar over the traditional calendar are reduction in the potential learning loss that usually occurs over the summer and the distribution of vacations during the various seasons of the year. The year-round calendar also provides the opportunity for teachers on vacation to teach during the intersessions and thus earn additional salary beyond the regular contract.

One variation in year-round programs is the number of days students attend school. Most year-round programs adhere to the traditional school year of 180 days, but some have an extended school year of as many as 220 days. Only one of the schools participating in this study operates an extended school year program.

Depending on local conditions, students and teachers may all follow the same calendar or different calendars, which are referred to as tracks. Schools in which all students and teachers are in school or on vacation at the same time are on a single-track. Schools in which students and teachers follow different calendars use a multitrack schedule.

The multitrack schedule can increase a school's capacity. As students in one track return from vacation, students in another track start vacation, freeing the space for the returning students. With multitrack year-round programs, there is some additional operational cost; however, the program results in savings or at least postponement of capital outlay. These costs are discussed in Chapter IV.

Some disadvantages associated with the multitrack plan include lack of sufficient time for maintenance, particularly for major repairs, and inconvenience to teachers, who must vacate their rooms and store their materials during their vacation periods. Some teachers are forced to return to a different classroom after vacation.

Year-round education programs have been implemented for a variety of reasons, among which are to improve student learning, provide seasonal vacations, add flexibility to the curriculum, and provide additional classroom space. All but ten of the school programs described in this report were initiated because of a need for more space that led them originally to adopt a multitrack plan. In many instances the need subsided, but the schools chose to remain on the year-round schedule for other reasons and converted to a single-track program.

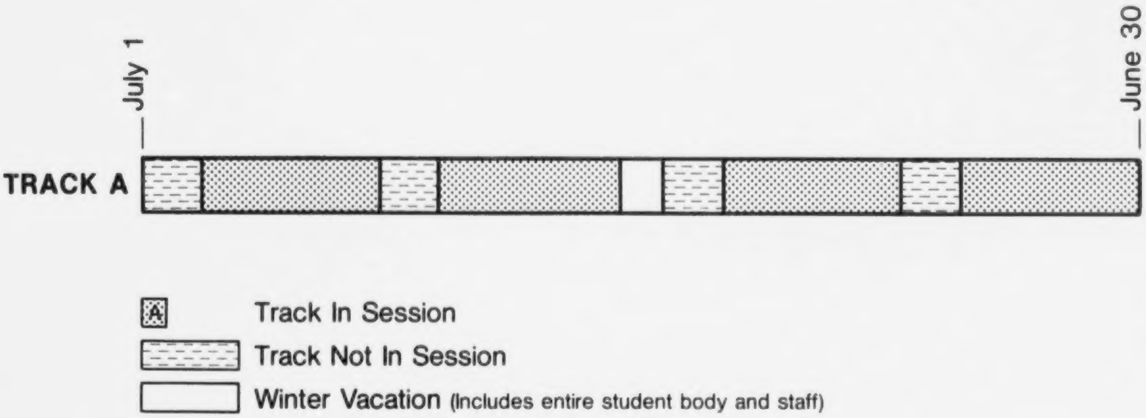
Another variation among year-round programs is in the arrangement of blocks of time for instruction. At least 50 different scheduling patterns have been identified. Some schools operate both year-round and traditional schedules. However, three of the scheduling patterns and their modifications represent most of the year-round programs in California. The three most popular calendars are discussed here: the 45/15 Plan, the Concept 6 Plan, and the 60/20 Plan.

The 45/15 Plan

Under the 45/15 Plan, the school year is divided into four 45-day instructional terms separated by four 15-day vacation periods. The single-track 45/15 Plan provides the advantages of potential improvement in learning retention and seasonal vacations. However, this plan does not provide any space or cost savings. A typical 45/15 single-track calendar is shown in Figure I-1.

The popular 4-track 45/15 Plan can accommodate 33 percent more students than the traditional or single track plan. The advantages of the multitrack plan are similar to those of the single track plan, with the addition of the space saving feature described above.

The 45/15 Multitrack Plan suffers the disadvantages common to all multitrack programs; that is, difficult maintenance scheduling and lack of storage space for teacher materials. Another problem is the frequent opening and closing of sessions, although one principal sees it another way. He said, "You avoid the problem of year-end closing; you never close." A sample calendar of the 45/15 Multitrack Plan is shown in Figure I-2.



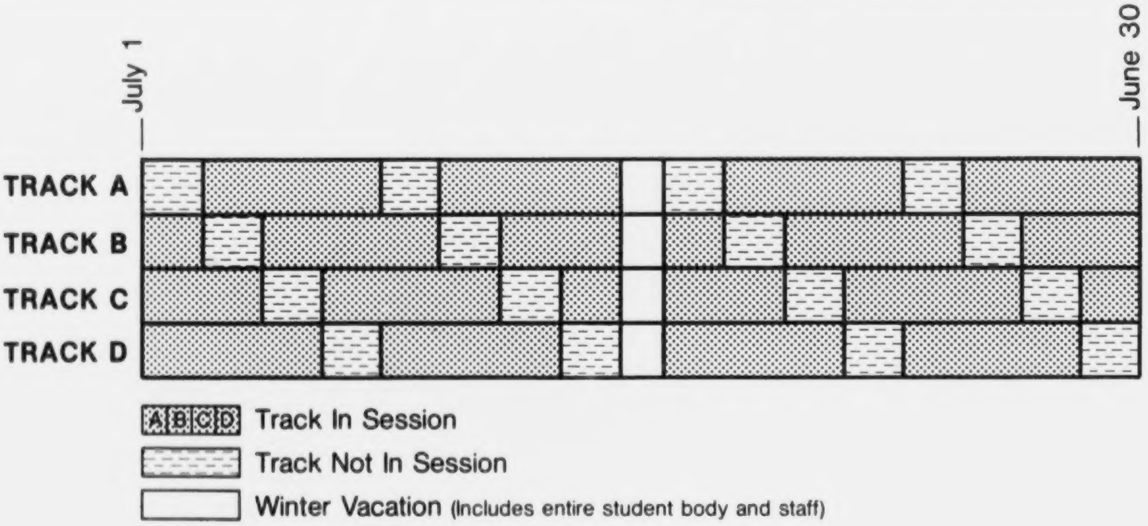
Source: Year-round Education Resource Guidebook. San Diego: San Diego County Office of Education, 1986.

Fig. I-1. 45/15 Single-Track Plan

The 45/15 Plan is the most popular calendar in California year-round schools, accounting for about 69 percent of them. All of these schools are elementary schools; about half are multitrack schools. Some school districts operate modifications of the 45/15 Plan by varying the instructional block size by a few days.

The Concept 6 Plan

The Concept 6 Plan divides the instructional year into six terms of approximately 43 days each. Students and teachers are in session during four of the six terms, but each pair of the terms must be consecutive. That is, each group's cycle consists of approximately 86 days of instruction followed by 43 days of vacation; then the pattern would be repeated. One of the major problems associated with this plan is that it provides less than the mandated state requirement of 175 school days. In California special legislation enables districts operating this type of program to lengthen the school day to accommodate the shorter year. Students in Concept 6 programs, therefore, receive the statutorily required number of instructional minutes. The Concept 6 Plan offers the greatest utilization of space of all the year-round plans.



Source: Year-round Education Resource Guidebook. San Diego: San Diego County Office of Education, 1986.

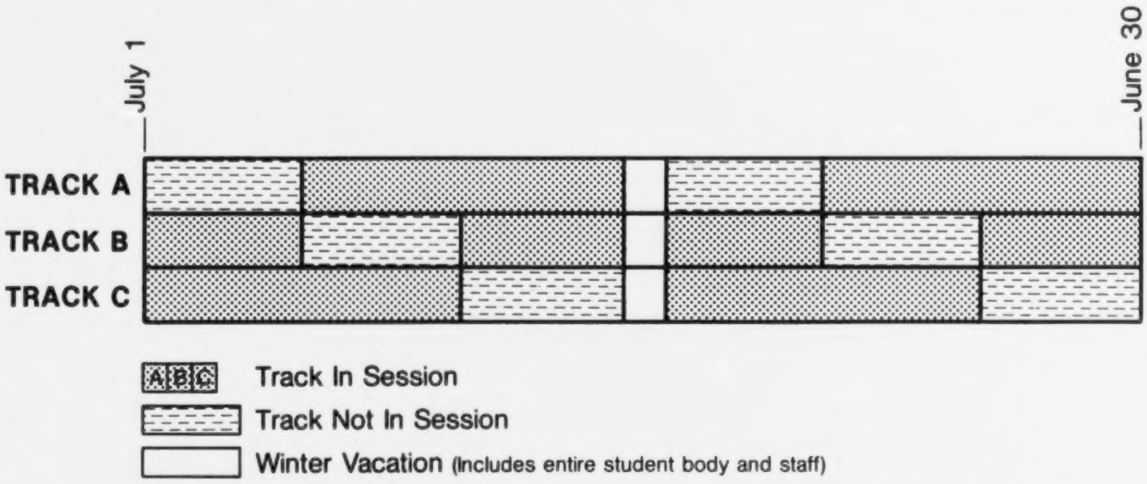
Fig. I-2. 45/15 Multitrack Plan

The Concept 6 Plan can be either single-track or multitrack. The single-track plan closely resembles the traditional school calendar. The multitrack programs usually contain three tracks. In this pattern, at any given time one-third of the student body and faculty are on vacation, allowing a 50 percent gain in building capacity. A school designed to accommodate 800 students, for example, can serve 1,200 students under this plan. Another advantage to Concept 6 is that it provides longer instructional blocks than do most other year-round programs. It therefore requires fewer openings and closings of school sessions and provides longer intersessions than other programs.

A major disadvantage of the Concept 6 Plan is the matter of the fewer instructional days discussed above. This problem can be remedied by creative use of intersession programs or independent study. The same disadvantages that were mentioned for the 45/15 Multitrack Plan are also true for the Concept 6 Multitrack Plan. The school is never vacated long enough for major repairs, and the teachers' sharing of rooms causes both an inconvenience and a storage problem.

A common modification to the Concept 6 Plan is the removal of the requirement that each pair of instructional terms be consecutive. In this version the four instructional blocks are arranged with vacation periods following each. However, the modified versions usually contain the same total number of school days as the original plan.

In California Concept 6 plans, including modified versions, constitute about 14 percent of all year-round education programs. This plan is particularly popular for high school programs; four of the eight high schools in the state operating year-round programs follow the Concept 6 Plan. The Concept 6 Plan is closest to the semester plan which high schools have traditionally followed, therefore, requiring the least change in curriculum. It also contains three instead of four tracks, making the scheduling of advanced or specialized classes somewhat easier. In addition, it more closely coincides with seasonal student activities than does any other year-round plan. A sample calendar for a Concept 6 Plan can be found in Figure I-3.



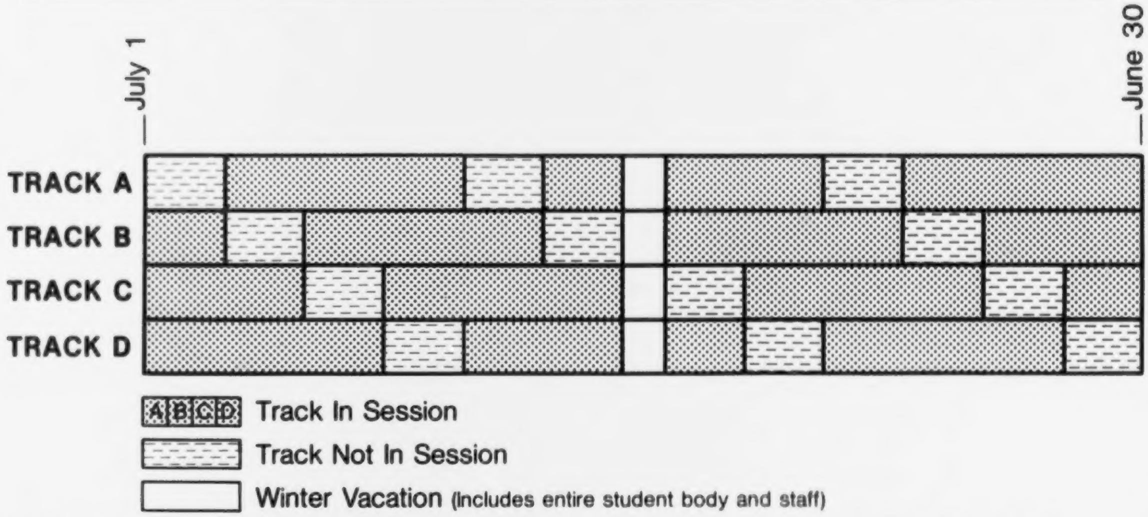
Source: Year-round Education Resource Guidebook. San Diego: San Diego County Office of Education, 1986.

Fig. I-3. Concept 6 Plan

The 60/20 Plan

Under the 60/20 Plan teachers and students attend school for 60 days and then have 20 days of vacation, resulting in three instructional blocks. Although the plan can operate on a single track, it is most commonly found in the multitrack version, usually with four tracks. This plan is in essence a compromise between the 45/15 Plan and the Concept 6 Plan. Like the 45/15 Plan, it provides for 180 days of instruction and can increase school capacity by 33 percent; and like the Concept 6 Plan, it offers longer instructional terms and longer vacations. The 60/20 Plan has fewer openings and closings than the 45/15 Plan but more than the Concept 6 Plan.

The 60/20 Plan may exist in modified form, especially to accommodate holiday periods. Variations include such combinations as 59/15, 60/15, and so on. In California 11 percent of year-round education programs are of the 60/20 type or a modified version of it. One such variation of the 60/20 Plan is known as the Orchard Plan, so named because it was first implemented at the Orchard Elementary School in Orem, Utah. The Orchard Plan has been proposed as a model for year-round education in California; however, it may not be appropriate for most school districts in the state. It provides only a 25 percent capacity increase and requires that teachers work on an 11-month contract. Among its advantages are common vacation periods, which ease the maintenance problem somewhat, and permanent classroom assignment for teachers. Its disadvantages include the complication of organizing the curriculum and tracking student progress in classrooms that contain students on all five tracks. Students are coming and going continually in each classroom and require virtually individualized instruction. A sample calendar for a 60/20 program appears in Figure I-4.



Source: Year-round Education Resource Guidebook. San Diego: San Diego County Office of Education, 1986.

Fig. I-4. 60/20 Plan

Other Year-round Education Plans

Although many configurations of instructional and vacation periods exist throughout the country, the remaining year-round programs in California include the 90/30 Plan, the Modified Traditional Plan, the Flexible Plan, the 25/5 Plan, and the 50/10 Plan. The 90/30, 25/5, and 50/10 plans are all modifications of the 45/15 Plan described previously. The Modified Traditional Plan stretches the traditional two-semester schedule by inserting a longer intersession into the winter vacation period, causing the fall semester to begin earlier and the spring semester to end later. The Flexible Plan is an individualized instruction program that allows students to schedule the school year in their own way, provided they fulfill the minimum requirements for attendance. All of these year-round programs together represent the remaining 6 percent of schools in the state participating in year-round education.

It is not unusual for a school to operate a year-round program in combination with a traditional calendar. This arrangement further complicates the problems of multiple openings and closings of instructional sessions and storage of instructional materials, but it also offers an option for parents who desire to maintain the traditional pattern of schooling. Nearly one-third of the school districts operating year-round programs in California offer such combination programs.

A summary of the characteristics of the most popular year-round calendars and the traditional calendar is contained in Table I-1.

Table I-1

Summary of Typical Year-round and Traditional Plans

Characteristics	Type of plan			
	Traditional	45/15	Concept 6	60/20
Number of tracks	1	4	3	4
Number of instructional terms	2-4	4	4	3
Length of terms	45-90 days	45 days	43 days	60 days
Number of instructional days	180	180	172	180
Length of vacations	3 days- 3 months	15 days	43 days	20 days
Number of vacations	1 long 2-3 short	4	2	3
Maximum capacity gain (in percent)	0	33	50	33
Features	Long instructional blocks Long vacation	Frequent vacations Frequent openings and closings	Long instructional blocks Short school year Long school day	Long instructional blocks Few openings and closings
Percent of year-round schools implementing plan	--	69	14	11

II. DESIGN OF THE STUDY

The findings in this report are based on data from a variety of sources. Information about year-round education programs was obtained from interviews, surveys, existing data bases, site visits, and California Assessment Program (CAP) files.

In preparation for the study, interviews were conducted with several leaders in year-round education. As a result of the interviews, five survey forms were developed specifically for this study and directed to school districts, schools, teachers, students, and parents. A copy of each is included in the Appendix.

The district survey, which was to be completed by the director of year-round programs, focused on reasons for establishing the year-round program, modifications necessary for implementation, district policies regarding year-round programs, costs and funding information, and eligibility for state incentive grants. Districts were also invited to submit copies of locally prepared cost analyses or program evaluation reports.

The school survey contained questions about the calendar configuration, assignment of students to tracks, use of intersession, administrative duties, maintenance programs, and level of satisfaction with the year-round program. A copy of the school calendar was also requested.

The district survey and the school survey were mailed to all districts and schools operating year-round programs in the state. The district rate of return was 94 percent; the school rate, 78 percent.

The teacher survey sought teachers' opinions about the year-round program in comparison with traditional programs and about the impact of the program on teachers and students. The teacher survey was mailed to principals of year-round schools for distribution to all the teachers at the school. A 10 percent random sample of year-round schools was selected. A stamped, self-addressed envelope was provided for direct return of the survey to the State Department of Education. The rate of return of the survey forms for the teachers was 42 percent.

Additional information about the professional staff was obtained from the California Basic Educational Data System (CBEDS). CBEDS is based on a single annual collection of staff and enrollment data from the state's public school districts. CBEDS serves many state and federal reporting requirements. Some of its data were analyzed to produce background information about year-round program participants.

The student survey consisted of questions regarding the student's likes and dislikes about the year-round program. The survey was distributed to students at the highest grade level at the school. Teachers administered the survey in their classrooms and then returned the forms to the Department. The student rate of return was 83 percent.

The parent survey was designed to gather information about the quality of the student's learning in the year-round school, the effects of the calendar on family activities, and the level of satisfaction with such programs. The parent survey, printed in English and Spanish, was distributed to these same students, who were asked to carry them home. A stamped, self-addressed envelope was attached to the parent survey to encourage its return. The rate of return was 30 percent. Student and parent surveys were distributed at the sites chosen for the visitations.

All surveys were analyzed in the same manner. Tallies and frequency distributions were computed for each variable. Where appropriate, summary statistics, such as means, were calculated. For certain data items that appeared to relate to the track configurations, separate analyses were performed for the single-track and multitrack schools.

Seven sites were chosen for visitation to provide an in-depth exposure to a variety of types of school calendars, socioeconomic settings, and levels of education. Usually, the visits consisted of a half-day meeting with district-level staff, including the director of the program and the business manager, and a half-day visit to the school. At the school efforts were made to interview several teachers and students as well as the principal. Visits were made to the Franklin Elementary School, Oakland Unified School District; Juarez-Lincoln Elementary School, Chula Vista City Elementary School District; Miller Elementary School and Farb Middle School, San Diego City Unified School District; Miles Avenue Elementary School and Huntington Park Senior High School, Los Angeles Unified School District; and Amesti Elementary School, Pajaro Valley Unified School District.

The academic achievement results reported in Chapter III were derived from the California Assessment Program (CAP) data for the years 1982-83 through 1984-85. CAP is a statewide testing program that provides to the public, the Legislature, and school districts annual evaluation information on the achievement of students in grades 3, 6, 8, and 12.

CAP tests were designed by California educators to measure the academic progress of children in California public schools. Test questions were based on the basic subject matter under study in all California school districts. The CAP uses matrix sampling; that is, each student is administered only part of a much larger test. The results from the short tests are combined into a school score based on the total test.

Because of the small number of year-round secondary schools, the achievement analysis was limited to elementary grades.[1] The performance of year-round schools on the CAP tests for grades 3 and 6 were compared with the results for traditional calendar schools for 1983 through 1985. Because of the large differences in background characteristics of the two groups, a multiple regression analysis was conducted to determine how the academic performance of year-round schools compared to predicted performance based on students' background characteristics. Analyses within the group of year-round schools were also conducted to determine how single-track schools compared with multitrack schools and how various groups of multitrack year-round schools performed.

Cost data were obtained from portions of the district and school surveys, site visitations, and discussions with year-round coordinators, school business officers, and superintendents. Cost analyses were solicited from all districts, but only one district (Oxnard Elementary) had recently conducted such a study. As a result, information presented here is drawn heavily from district surveys, from discussions with representatives of the Office of Local Assistance (OLA) in the Department of General Services, and from interviews conducted in the Los Angeles Unified, San Diego City Unified, Oakland Unified, Chula Vista Unified, Oxnard Elementary, and Pajaro Valley school districts. Estimates of costs were, whenever possible, based on OLA averages or estimates or on district experiences.

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[1] There were only 29 secondary year-round schools in 1983-84. Eight of these were included in the achievement analysis because they were junior high schools or middle schools with sixth grade students.

III. ACADEMIC ACHIEVEMENT IN YEAR-ROUND SCHOOLS

The purpose of this part of the study was to examine academic achievement in year-round schools in California. This chapter is centered on the following questions:

- How does the academic achievement of year-round schools compare with the achievement of schools on a traditional calendar?
- How does academic performance in year-round schools compare with predicted performance based on the background characteristics of the year-round schools?
- Are there differences in the background characteristics and academic achievement of single-track versus multitrack year-round schools?
- How do multitrack year-round schools in large urban districts compare with the remaining year-round schools in California as to background characteristics and academic achievement?

This chapter is organized into the following sections: a review of the literature on academic achievement in year-round schools, a description of the methodology for the achievement analysis, and a discussion of the findings.

Literature on Achievement in Year-round Schools

Various educational benefits have been claimed for year-round schools. Chief among these is the claim that students retain more during the shorter vacation breaks on a year-round calendar than they do over the three-month summer vacation. The shorter vacation breaks are thought to be especially beneficial for educationally disadvantaged students because of their greater achievement losses over the summer months.

Additional benefits claimed are that the division of the school year into four quarters encourages teachers to assess the progress of their students at regular intervals. Additionally, intersessions can be used to provide remediation or enrichment activities. Some schools have served their educationally disadvantaged students during intersession, thereby increasing the amount of instructional time.

A report to the New York State Board of Regents (1978) stated that educationally disadvantaged students lose about three to four months of their year's growth over the summer months compared with students scoring above grade level, who showed one month's growth during the summer. David and Pelavin (1978) also reported that disadvantaged students in compensatory education programs suffered losses in achievement over the summer.

SRI (Pelavin, 1979) conducted a thorough study of educational achievement in year-round schools in the Pajaro Valley Unified School District in California. The study was conducted after the program had been operational for four years. Students in grades 2, 5, and 7 were administered the Comprehensive Tests of Basic Skills (CTBS) in fall, 1976; spring, 1977; and fall, 1977. The rate of learning over the summer months was determined by examining the growth or loss from spring to fall. An analysis of gain scores resulted in only one significant difference. In second grade reading, students on a traditional calendar made greater gains than did students on a year-round calendar. Results of multiple regression analyses indicated that the school calendar (year-round or traditional) had little impact on a student's achievement test scores.

The results were analyzed separately for disadvantaged students. The disadvantaged students on a year-round calendar did not make greater gains than the disadvantaged students on a traditional calendar over the 12-month testing interval. This result may be due, in part, to the surprising fact that the disadvantaged students on a traditional calendar experienced little loss over the summer.

Merino (1983) reviewed the literature on year-round schools. She identified nine studies with a pretest/post-test design in which comparisons were made with a control group. Of those nine studies, only three showed gains favoring year-round schooling; and in two of those studies, the number of instructional days had been increased for students with special needs (e.g., bilingual or handicapped). Most of the studies reviewed by Merino showed no significant difference between students on a traditional calendar and students on a year-round calendar. Merino attributed the following as possible causes for lack of year-round achievement gains: (1) students and teachers in the year-round program may not be comparable to those on a traditional schedule; (2) the conversion to year-round schooling is often accompanied by curriculum revisions; and (3) frequently, the achievement of year-round schools is evaluated in the early stages of implementation when the difficulties of conversion may be hampering achievement. Others have cautioned that year-round students receive the same total number of days of instruction as students on a traditional calendar and that it may be difficult to show an achievement advantage for year-round schools without extending the school year.

Recent evaluations of year-round programs in Fresno, Los Angeles, and Oxnard districts were reviewed. The most comprehensive and methodologically strong evaluation of academic achievement in year-round schools was conducted by the Los Angeles Unified School District (Alkin, Atwood, Baker, Doby, and Doherty, 1984). It was shown that year-round schools consistently performed below the district's average in grades 5 and 6 on the district's

Survey of Essential Skills from 1981 through 1984. A similar pattern of year-round schools performing below the district average was reported for grades 8 and 12 on the achievement measures administered in those grades (CTBS and district competency tests). The year-round schools serve a student population similar to the district's PHBAO (predominantly Hispanic, black, Asian, and other non-Anglo) schools; thus, it was felt that the most reasonable comparison would be with that group. The PHBAO schools not on a year-round calendar were used as a comparison group after the two groups of schools were matched on demographic characteristics, including the percentage of minority students, the racial/ethnic composition of the schools, the poverty index, and the transiency rate. No significant differences were found between the matched group of schools in grades 5 and 6 over the four-year period from 1981 to 1984 on the district's Survey of Essential Skills. The evaluators concluded that "... the year-round school program is achieving its general goal of relieving overcrowded conditions without reducing educational quality or negatively affecting student's academic performance."

The Fresno Unified School District (1984) had ten year-round schools that have operated since the mid-1970s. The district operated several different multitrack year-round calendars (Concept 6, 60/20, and 45/15), and a single-track year-round calendar. An analysis of the achievement data on the California Achievement Test (CAT) for the year-round schools compared with the traditional calendar schools showed no consistent relationship between student achievement and the school calendar for 1981 through 1983.

The Oxnard Elementary School District (1986) has been operating year-round schools since 1976. It analyzed the grade 6 proficiency scores of each of the four tracks and the traditional track at the year-round schools. Differences were reported in the ethnic group composition, percentage of limited- or non-English-proficient students, and length of time students on each of the tracks have been enrolled in the district. The traditional track had the most stable population of students. The traditional track also had the second highest percentage of limited- or non-English-proficient students. One of the year-round tracks (Track B) was almost totally Hispanic. Students were put on this track if they had a record of absence in December and January.

The grade 6 proficiency scores of each of the five tracks (four year-round tracks and the traditional track) were compared for the 1984-85 school year. No statistical analyses were conducted; but from the pattern of raw score results, the authors concluded that year-round schools had an educational benefit. They reported that the white students in all but Track B performed at a higher level than the students assigned to the traditional track in reading and mathematics. For the Hispanic students, the results were mixed. In mathematics, the year-round tracks outperformed the traditional track, but the differences were very small. In reading, the traditional track outperformed the year-round tracks; but the differences were small except for Track B, which performed at a lower level than the other tracks.

Educators in year-round schools report educational benefits in the year-round calendar, chief of which is that students retain more over the shorter vacation breaks. However, most of the studies that have compared the achievement of students on a traditional calendar with those on a year-round calendar have not found significant differences between the two groups. The lack of achievement gains are not surprising when one considers that the year-round calendar usually does not increase the number of days of instruction.

Methodology Used in Analysis of Achievement

Student achievement data were derived from the California Assessment Program (CAP) results for the years 1982-83 through 1984-85. The CAP testing program is described in Chapter II.

The CAP tests for grades 3, 6, and 8, are administered in late April and early May, the time of the year for which empirical norms have been established. The CAP testing dates were examined to determine whether the year-round schools were testing under similar circumstances as traditional calendar schools. Two elements of the testing dates were examined: (1) the number of instructional weeks preceding the testing; and (2) the point in the session when testing occurs (e.g., right after a vacation). Table III-1 reports the information for a traditional calendar and the most popular year-round calendars. Because traditional and year-round calendars vary, districts should determine this information for each of their year-round schedules. The information in Table III-1 is based on year-round calendars commencing in July and on the spring CAP testing dates applicable for grades 3, 6, and 8. The testing dates for year-round schools are extended two weeks beyond the period set for traditional calendar schools, and these extended dates were used in determining the information for the table. In addition to the normal two-week extension for year-round schools, a few districts have received an additional two-week extension.

In most cases year-round schools tested after having as many instructional weeks as the traditional calendar schools. It may appear that schools on a Concept 6 calendar are at a slight disadvantage because in two of the tracks they have fewer weeks of instruction; however, on this calendar there are fewer days in the school year and the school day is lengthened to adjust for this. Hence, what appears to be less instruction prior to testing is actually similar in terms of total instructional time.

Testing on the year-round schedule requires greater organization. Different testing dates need to be scheduled to accommodate all tracks in a school, and for a few tracks there is only one week in which to test. Because some of the tracks need to test immediately after a vacation, students may be at a disadvantage. This problem can be minimized by delaying testing until the end of the testing interval for those students.

Table III-1

Spring CAP Testing Dates for Traditional and Year-round School Calendars

Calendar	Point in year when testing occurs	Point in session when testing occurs	Comments
Traditional	Week 29.5 - 32	Tests 3.5 months after Christmas vacation.	
Year-round 45/15			
Track A	Week 27.5 - 32	Tests from .5 - 5th week of session.	
Track B	Week 30 - 32	Must test immediately after vacation. They only have 2 weeks to test.	Must test immediately after a break, with only two weeks to test.
Track C	Week 31.5 - 34	Tests last 2.5 weeks of a session.	Tests with slightly more instruction than the traditional calendar.
Track D	Week 31 - 33.5	Tests from the 3.5 - 6th week of session.	
Concept 6			
Track A	Week 24.5 - 29	Tests after being in session 7 weeks.	Tests after having fewer weeks of instruction.
Track B	Week 27 - 29.5	Tests first 3.5 weeks after coming back to session.	Tests right after vacation and with slightly fewer weeks of instruction.
Track C	Week 32.5 - 33.5	Tests at end of week session just before vacation.	Has only one week to test.

(Continued on page 26)

Table III-1 (Continued)

Calendar	Point in year when testing occurs	Point in session when testing occurs	Comments
60/20 Track A	Week 28 - 32.5	Tests after being in session 3.5 - 8 weeks.	
Track B	Week 28.5 - 33	Tests first 3.5 weeks after a vacation.	
Track C	Week 32 - 33	Tests the last week of a session.	Has only one week to test.
Track D	Week 31.5 - 36	Tests from the 7.5 - 12th week of the session.	Tests with more weeks of instruction than the traditional calendar.

Four school districts, including the Los Angeles Unified School District, have requested an additional two-week extension beyond that already given to year-round schools. In these districts it should be possible to test all tracks at a testing time equivalent to that for the traditional calendar schools.

For achievement analyses, schools were classified as year-round if they operated on a year-round calendar in 1984-85. Identification of year-round schools was based on information from the California State Directory of Year-Round Education, 1984-85, and updated with information from the district and school surveys administered as part of this study.

Because most of the year-round schools have operated their programs for several years, the achievement of students should not be affected by recent program implementation. Over 82 percent of the schools had initiated their year-round program by the 1981-82 school year. A large number of schools, about 40 percent, implemented their year-round program during the 1980-81 or 1981-82 school years.

Because of the small number of year-round secondary schools, the achievement analysis was limited to elementary grades. The following analyses were conducted with the use of CAP data:

1. The background characteristics (socioeconomic index, percent AFDC, and percent of limited- or non-English-speaking students) of year-round schools in California were compared with the characteristics of schools on the traditional calendar.

2. The academic performance of students in year-round schools in reading and mathematics was compared with traditional calendar schools for 1983 through 1985.

3. A regression analysis was performed to determine how the academic performance of students in year-round schools compares with predicted performance based on the background characteristics of year-round schools.

The following analyses were conducted to examine differences within year-round schools:

1. The background characteristics and standardized residual achievement scores for the single-track year-round schools were compared with multitrack year-round schools.

2. The background characteristics and standardized residual achievement scores of multitrack year-round schools in large urban districts were compared with the remaining multitrack schools in California.

Findings of the Study on Academic Achievement

Year-round programs are typically placed in the fastest-growing districts within the state and in the fastest-growing regions within those districts. Three background variables were examined to identify any systematic differences between the year-round and traditional calendar schools: socioeconomic status (SES); percent of students whose families are receiving assistance under Aid to Families with Dependent Children Program (AFDC); and percent of limited- and non-English-speaking students (LES/NES).

Data on the socioeconomic index and language proficiency of students are reported by classroom teachers on the grade 3 and grade 6 CAP test forms. The socioeconomic index is a three-point scale based on the occupational category of parents or guardians. The lowest point on the scale, 1, is used for unskilled persons, including persons on welfare. Skilled employees are coded 2, and professionals and semiprofessionals are given the highest rating, 3. The percent AFDC was reported by school districts in October, 1983.

As shown in Table III-2, the year-round schools are serving lower socioeconomic communities, a higher proportion of families receiving AFDC, and about twice as many limited- and non-English-speaking students than the traditional calendar schools. These large differences in background characteristics reflect differences in the communities in which year-round schools are located. Given these differences, it is likely that year-round schools are also different in other characteristics not examined here, such as the percent of minority students or transiency rate. The effect of these differences in background characteristics on the academic achievement of year-round schools should be considered when the results are interpreted.

The racial or ethnic group enrollment in year-round schools is reported in Table III-3. Year-round schools serve a much larger percentage of minority students than the statewide average. Hispanic students account for 65 percent of the year-round student enrollment compared to 29 percent for the state as a whole.

Table III-2

Background Variables of Year-round and Traditional Calendar Schools

Variables	Year-round schools	Traditional calendar schools	Total, state
Grade 3	(N = 216)	(N = 4,146)	(N = 4,362)
SES Index	1.85	2.04	2.03
% AFDC	20	16	16
% LES/NES	29	11	12
Grade 6	(N = 171)	(N = 3,660)	(N = 3,831)
SES Index	1.86	2.03	2.02
% AFDC	20	15	15
% LES/NES	15	7	7

CAP Test Results in Reading and Mathematics

The CAP reading and mathematics results were examined for grades 3 and 6 for the year-round and traditional calendar schools. Three years of achievement results were examined (1983 through 1985). The raw data for this analysis consist of school scaled scores. These scores can range from

100 to 400. The difference in scaled scores over the two-year period from 1983 to 1985 was also reported. These results are shown in Table III-4 and displayed graphically in figures III-1 and III-2.

Table III-3

Enrollment in Year-round Schools by Racial or Ethnic Group

Racial or ethnic group	Percent of year-round enrollment	Percent of total enrollment
White (not Hispanic)	21	52
Hispanic	65	29
Black (not Hispanic)	5	10
Asian	5	7
Filipino	3	2
American Indian	>1	>1
Pacific Islander	>1	>1

Note: Data collected in October, 1985, by CBEDS.

The year-round schools consistently performed below the traditional calendar schools in both reading and mathematics; however, this finding was not unexpected given the differences in background characteristics of the two groups. Although they scored lower, year-round schools showed greater gains over the two-year period.

If the 1985 scale scores are converted to the percent of items correct, students in grade 3 of year-round schools answered 71 percent of the reading items correct compared to 78 percent correct for the traditional calendar schools. In grade 3 mathematics, students in year-round schools answered 78 percent of the items correct compared to 82 percent correct for the traditional calendar schools.

For grade 6 reading, students in year-round schools answered 70 percent correct, whereas students in traditional calendar schools answered 74 percent correct. In mathematics the percent correct was 63 for students in year-round schools and 66 for students in traditional calendar schools.

Table III-4

California Assessment Program Test Results for Year-round and Traditional Calendar Schools

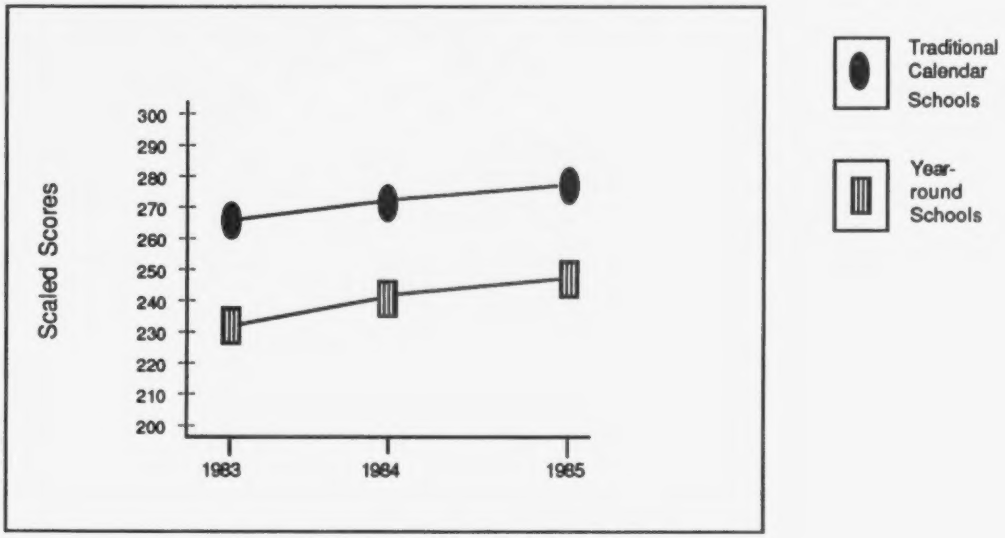
Category	Year-round schools				Traditional calendar schools			
	1983	1984	1985	Change	1983	1984	1985	Change
Grade 3								
Reading	238	244	251	+13	271	275	281	+10
Mathematics	248	256	264	+16	273	279	284	+11
Grade 6								
Reading	233	230	242	+ 9	258	254	260	+ 2
Mathematics	245	245	253	+ 8	263	264	268	+ 5

Notes: Year-round schools: Grade 3 = 216 schools, Grade 6 = 171 schools. Traditional calendar schools: Grade 3 = 4144 schools, Grade 6 = 3660 schools.

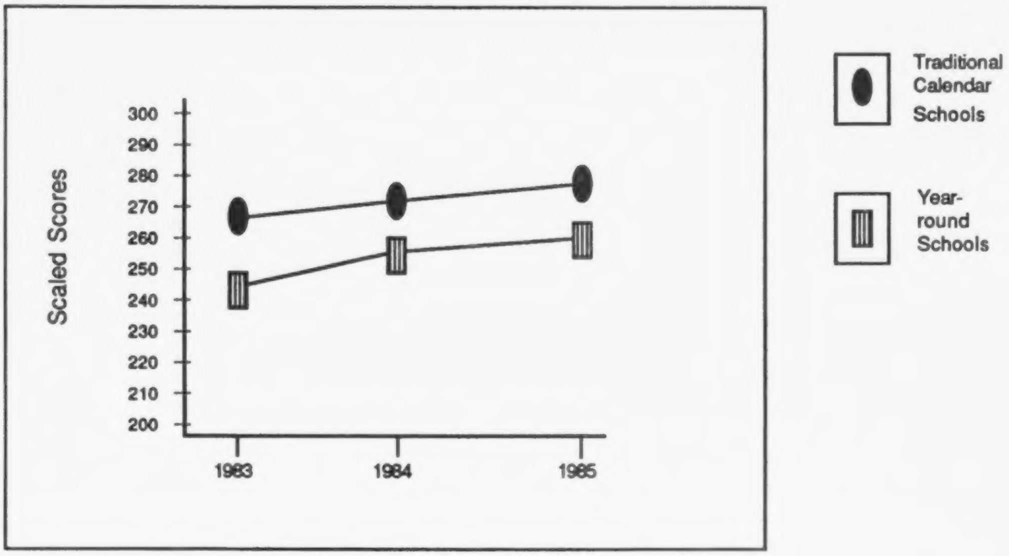
The results are presented in mean scaled scores.

Standardized Residuals in Reading and Mathematics

Because of the differences in background characteristics between year-round and traditional calendar schools, a multiple regression analysis was conducted to statistically control for the background characteristics of the year-round schools. The multiple regression analysis shows how well the year-round schools performed relative to other schools with similar background characteristics. In multiple regression analysis the actual performance of a school or group is compared with the performance predicted according to a set of predictors. The predictors used in this analysis were SES index, percent of families receiving AFDC, and percent of LES/NES students. These are the same predictors used to form comparison score bands for the CAP test results. The predicted scores are subtracted from the actual score and standardized, with a mean of 50 and a standard deviation of 10. The resulting score is called a standardized residual. Schools with

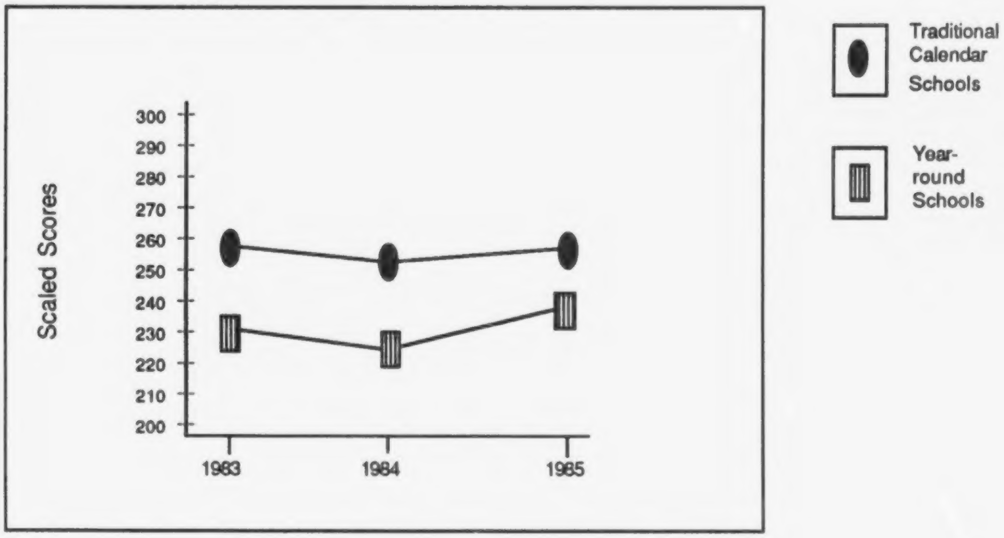


Reading



Mathematics

Fig. III-1. Grade 3 CAP Test Results for Year-round and Traditional Calendar Schools



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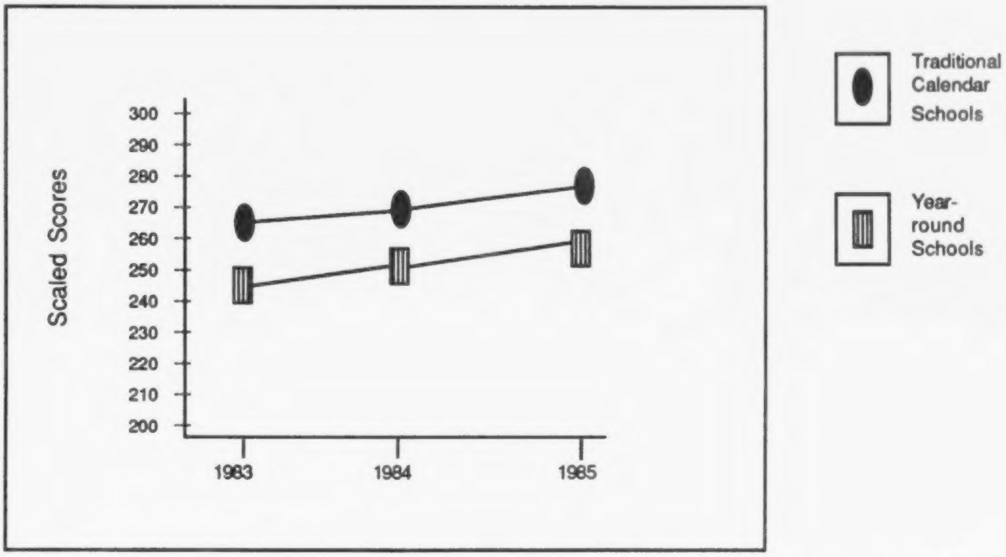


Mathematics

Fig. III-2. Grade 6 CAP Test Results for Year-round and Traditional Calendar Schools

standardized residuals below 50 are scoring below the performance level predicted for them on the basis of their background characteristics.

The standardized residuals for the year-round schools are presented in Table III-5 and displayed in figures III-3 and III-4, where standardized residual scores below 50 are shaded to indicate that schools are performing below prediction. As shown in Table III-5, the year-round schools have shown improvement but are performing below the level predicted for them in both reading and mathematics in grades 3 and 6.

The results from the regression analysis, together with the longitudinal test scores for year-round and traditional calendar schools, indicate that year-round schools are narrowing the gap between year-round and traditional calendar schools. However, year-round schools, although improving, are still performing below the level predicted on the basis of their background characteristics.

Table III-5

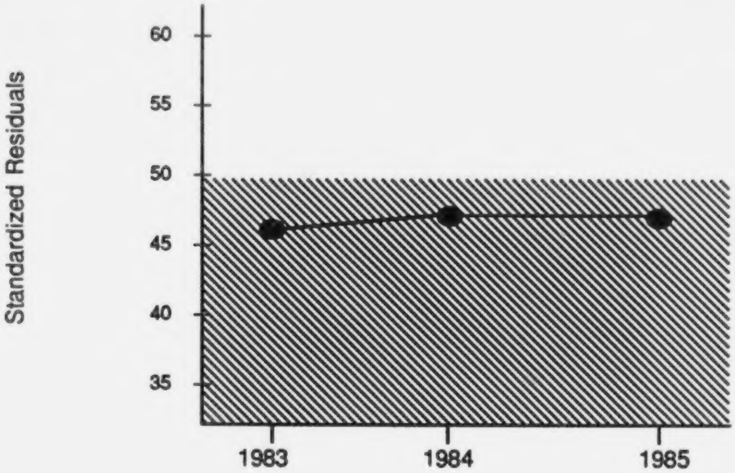
Standardized Residuals for the California Assessment Program Test Results for Year-round Schools

Grade level	1983	1984	1985
Grade 3 (N = 216)			
Reading	45.8	47.0	46.6
Mathematics	46.5	47.6	47.7
Grade 6 (N = 171)			
Reading	45.3	45.9	48.3
Mathematics	46.2	46.8	48.2

Note: Residuals were standardized with a mean of 50 and a standard deviation of 10.

Results in Single-Track Versus Multitrack Schools

The background variables and standardized CAP residuals of single-track and multitrack year-round schools were compared. Multiple regression analyses were conducted to determine how well the two groups of year-round



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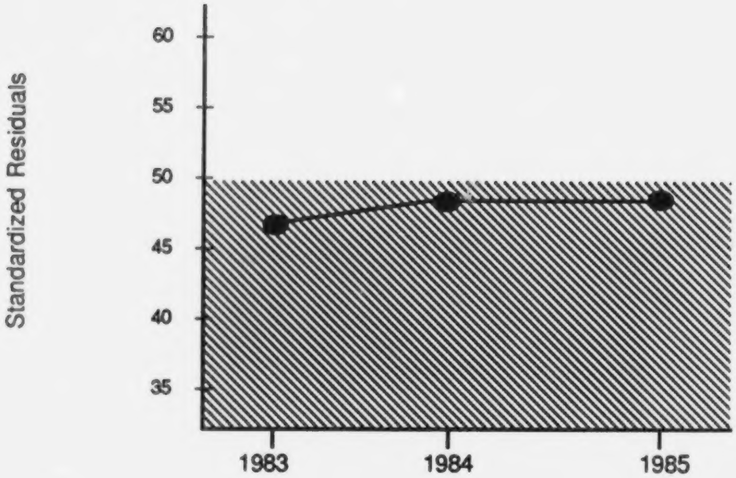
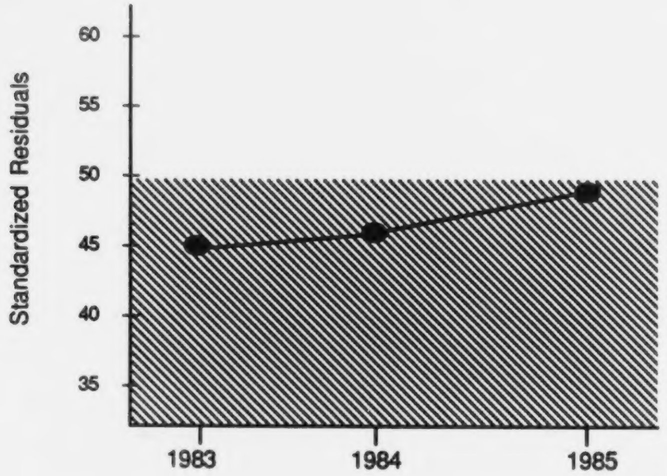


Mathematics

Fig. III-3. Standardized Residuals on Grade 3 CAP Test for Year-round Schools



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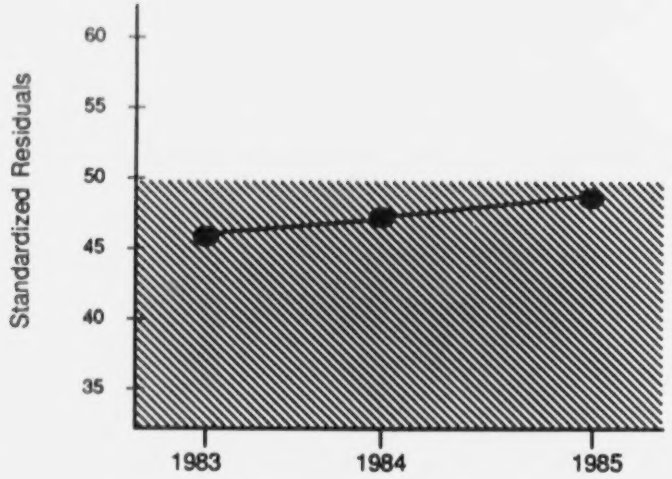


Mathematics

Fig. III-4. Standardized Residuals on Grade 6 CAP Test for Year-round Schools

schools performed relative to other schools with similar background characteristics. The same predictors used for the regression analysis of the combined year-round schools were used for this analysis: SES index, percent of families receiving AFDC, and the percent of LES/NES students. The results are shown in Table III-6 and are displayed in figures III-5 and III-6, where standardized residual scores below 50 are shaded to indicate that they are performing below prediction.

There were large differences in the background characteristics of the two groups. Single-track year-round schools are similar to the statewide average in terms of background variables. Multitrack year-round schools served communities with a much higher percentage of limited- and non-English-speaking children (LES/NES). In third grade the average percentage of LES/NES in multitrack year-round schools is 41; for single-track year-round schools, 12. Multitrack year-round schools also served communities with a lower socioeconomic status and a higher percentage of families receiving AFDC.

When these background characteristics were statistically controlled, single-track year-round schools were found to be performing about the same as or somewhat better than schools with similar background characteristics. Multitrack year-round schools were performing below the predicted level.

The strong performance of the single-track year-round schools indicates that the year-round calendar can be associated with achievement at or above the level of schools with similar background characteristics. The much lower performance of the multitrack schools relative to their background characteristics is more troublesome. It is not known what causes this lower performance. It could be due to factors related to the multitrack calendar (such as changing classrooms, attending school on hot summer days) or to background variables unrelated to the multitrack calendar which are found in the multitrack schools, such as the percent of minority students, high transiency rate, and the special problems of communities experiencing such rapid growth.

Results of Multitrack Schools in Large Urban Districts Versus Other Multitrack Schools

In an attempt to understand more about the lower performance of multitrack year-round schools, the multitrack year-round schools in the largest urban districts in the state were analyzed separately and compared with the other multitrack schools. It was thought that because urban districts share unique characteristics such as a larger proportion of minority and LES/NES students and lower SES characteristics, it would be useful to determine the extent to which those characteristics account for lower performance.

The background characteristics and standardized residuals for the two groups of schools are presented in Table III-7. The multitrack year-round schools in the Los Angeles Unified, San Diego City Unified, Fresno Unified,

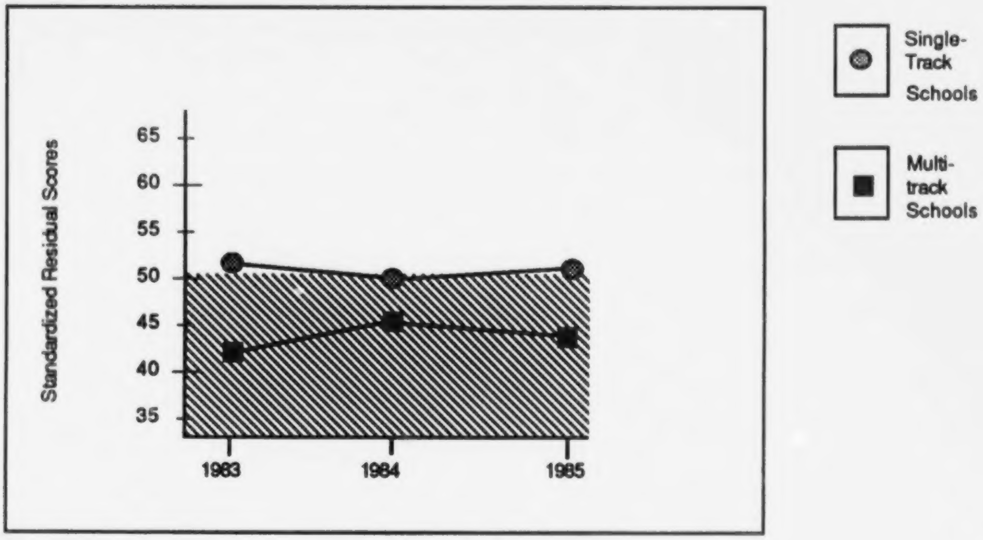
Table III-6

Background Variables and Standardized Residuals for the CAP Test Results for Single-Track Compared with Multitrack Year-round Schools

Category	Single-track year-round schools	Multitrack year-round schools
Grade 3	(N = 74)	(N = 121)
SES Index	2.09	1.69
% AFDC	15	24
% LES/NES	12	41
Reading CAP Standardized Residuals		
1983	50.6	42.3
1984	50.0	44.9
1985	50.9	43.9
Mathematics CAP Standardized Residuals		
1983	50.5	43.3
1984	50.1	45.6
1985	51.5	44.9
Grade 6	(N = 63)	(N = 92)
SES Index	2.07	1.68
% AFDC	15	24
% LES/NES	8	20
Reading CAP Standardized Residuals		
1983	52.3	40.1
1984	51.3	42.2
1985	53.1	44.7
Mathematics CAP Standardized Residuals		
1983	53.9	40.7
1984	52.8	42.4
1985	53.1	44.4

Notes: Residuals were standardized with a mean of 50 and a standard deviation of 10.

A few schools were not included in this analysis because, (1) they did not respond to the survey and it was not known if they were operating single-track or multitrack programs; or (2) they operated on both a traditional calendar and a year-round calendar.



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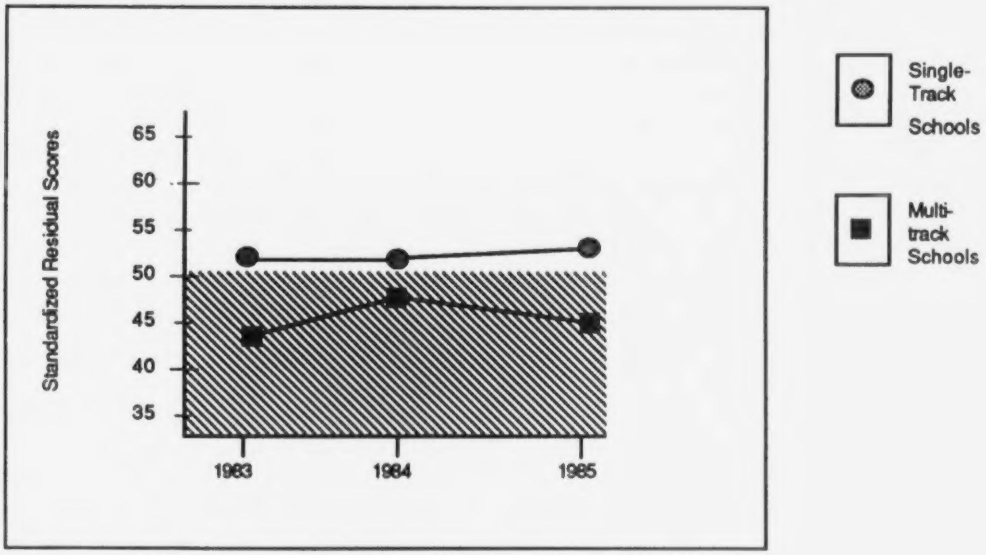
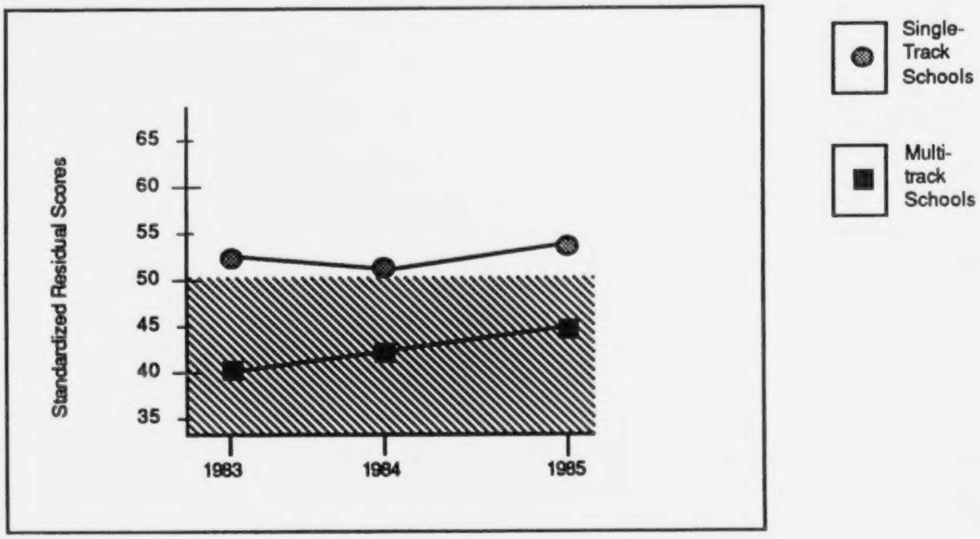


Mathematics

Fig. III-5. Standardized Residuals on the Grade 3 CAP Test for Single-Track and Multitrack Year-round Schools



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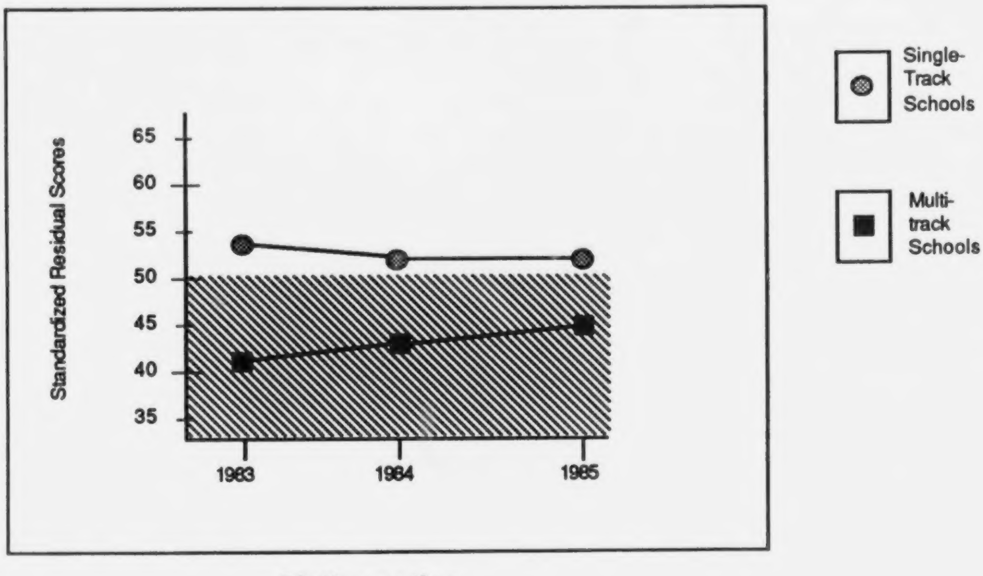

Mathematics

Fig. III-6. Standardized Residuals on the Grade 6 CAP Test for Single-Track and Multitrack Year-round Schools

and Oakland Unified school districts made up the large urban district group. The San Francisco Unified and Long Beach Unified school districts were not included because they did not have any multitrack year-round schools. Most of the schools in the large urban district group are in the Los Angeles Unified School District.

As is shown in Table III-7, the multitrack year-round schools in the large urban districts are serving 46 percent LES/NES students at grade 3 compared to 31 percent in the other multitrack schools. The socioeconomic level of the large urban district schools is much lower than the other multitrack year-round schools. In reading, the urban multitrack year-round schools are performing one standard deviation below the level of schools with similar background characteristics compared with the nonurban schools, which were performing at or slightly below the predicted levels. Both groups of multitrack schools were performing below the predicted level in mathematics, with the large urban districts performing lower, relative to their background characteristics, than the nonurban districts.

Summary

Major differences exist in the background characteristics of year-round and traditional calendar schools. Year-round schools in California serve lower socioeconomic communities, a higher proportion of minority students and families receiving AFDC, and about twice as many limited- or non-English-speaking students as the traditional calendar schools.

Year-round schools were performing below the level predicted for them on the basis of their background characteristics. The standardized residual scores for grade 6 improved from 1983 to 1985 but were still slightly below the level predicted.

When the single-track and multitrack year-round schools were examined separately, it was found that the single-track schools had background characteristics similar to statewide averages and were performing at or slightly above the level predicted based on their background characteristics. In contrast, multitrack schools were found to be serving communities with low socioeconomic status and a high percentage of LES/NES students. Even when these background characteristics were statistically controlled, the multitrack year-round schools performed below predicted levels.

When the multitrack year-round schools were divided into two groups, those in large urban districts were found to be performing well below the level predicted for them in reading, whereas the nonurban schools were performing close to or at their predicted levels. Both groups performed below their predicted level in mathematics, with the year-round schools in large urban districts performing further below prediction compared with the nonurban schools.

Many of the year-round schools in California are not achieving at predicted levels. This situation is most likely due to factors unrelated to

Table III-7

Background Variables and Standardized Residuals for CAP Test Results for Multitrack Schools in Large Urban Districts and in Remaining Multitrack Schools

	Multitrack schools in large urban districts[a]	Other multi-track schools
Grade 3	(N = 79)	(N = 42)
SES Index	1.59	1.86
% AFDC	28	15
% LES/NES	46	31
Reading CAP Standardized Residuals		
1983	39.4	47.7
1984	40.9	52.6
1985	41.6	48.1
Mathematics CAP Standardized Residuals		
1983	42.7	44.7
1984	43.5	49.6
1985	44.2	46.3
Grade 6	(N = 61)	(N = 31)
SES Index	1.54	1.96
% AFDC	30	13
% LES/NES	24	12
Reading CAP Standardized Residuals		
1983	36.6	47.2
1984	37.8	50.8
1985	41.4	51.3
Mathematics CAP Standardized Residuals		
1983	40.2	41.8
1984	40.9	45.3
1985	43.7	45.7

Note: Residuals were standardized with a mean of 50 and a standard deviation of 10.

[a] Multitrack year-round schools from the Los Angeles, San Diego, Fresno, and Oakland Unified school districts.

the year-round calendar of the school but which may be related to the special needs of the population served in year-round schools and the demographics of the communities in which year-round schools have been placed. The strong performance of the single-track year-round schools indicates that the year-round calendar is a viable educational option that can be associated with achievement at or above predicted levels.

IV. COST ANALYSIS

If year-round education is agreeable to the staff, parents, and community, is it feasible from a district's cost perspective? Are incentives offered by the state sufficient to induce districts to try year-round schooling? Will other approaches to housing students be more or less costly to the state's taxpayers? Are alternatives available in a timely and reliable fashion? These and other questions related to expenses of year-round education are addressed in this chapter, and some recommendations concerning the further implementation of year-round approaches are offered.

Because almost all existing year-round programs are located at the elementary school level, most of the information presented here is drawn from data or cost experiences at that level. Conclusions, therefore, pertain specifically to that level, although they may in some instances also apply to the secondary level.

The Existing Situation

Enrollment in California's elementary schools is projected to increase markedly over the next few years. Current estimates exceed 100,000 new students, largely at the elementary level, over each of the next five years. These increases probably will not be evenly distributed, and many districts will be faced with an urgent need for increased numbers of classrooms.

Initially, students may be provided for by combining grade levels, redefining attendance boundaries, and utilizing portable classrooms. Eventually, however, at least some districts will face a need for new schools. Estimates of construction costs to house excess enrollment over the next five years range from the $2.8 billion calculated by the State Department of Finance to more than $5 billion estimated by other agencies.

Year-round schools are a possible means for meeting the need for increased classroom space. At the elementary level a number of districts already have year-round programs in operation, and some information is available on implementation costs. Year-round programs designed to intensify use of existing facilities typically provide for 20 percent to 35 percent more students. As a result, costs of implementing year-round programs in periods of rapidly increasing enrollment should be compared to costs of providing portable or permanent structures to house students.

For cost analysis it is necessary to determine what proportion of the students are occupying classrooms at any given time. If one-third of the students are on vacation at all times, then at full capacity three students can be served in space formerly allotted for two, a potential cost savings of one-third over new construction or portables. Similarly, if one-fourth of the student body is out of school at one time, 33 percent more students can be educated at that facility than under traditional facility usage. The proportion of students on vacation can be determined from the number of tracks (with the assumption that only one of the tracks is not in school at a time). For example, a four-track system would provide classroom space for three-fourths of the students at one time. The associated model, usually the 45/15 Plan, must distribute vacation time so that one-fourth of the students may be out of school at any one time.

In many instances educational benefit can be derived from using only a portion of the potential space gain to provide housing for increased enrollment. Available classroom space on the various tracks can then be used to provide intersessions (programs offered to students during their vacation periods) and programs designed to meet special needs. Recent incentive legislation employs a target level of 15 percent increased enrollment over initial capacity, thus allowing, under most models, substantial extra space for program development.

One factor of concern is the maintenance of high-quality education during transition to year-round education. This question arises because, as more tracks are added, the total enrollment of the school must be quite large to avoid extensive use of combined classes. Ideally, each track should contain at least one class at each grade level unless other arrangements are made for ensuring educational quality. For example, if average class size were maintained at 30 students in a particular district, a six-grade elementary school would need 180 pupils per track, excluding kindergarten, to approximate efficiency. Thus, for an effective four-track program, between 700 and 800 students would be required. As a result, introduction of year-round programs should be carefully considered in small schools. Alternatively, a situation such as that described may be taken as an opportunity to lower class size. If this approach is financially feasible, it may well improve teacher and parental acceptance of year-round programs.

Incentives for Overcrowded Districts

In 1983 the Legislature enacted Senate Bill 81 (Chapter 684) and Senate Bill 813 (Chapter 498), which provide financial incentives for districts experiencing overcrowding to use existing facilities rather than relying on the state to finance new construction. To qualify for one of these plans, a district must have submitted an approvable application under the State School Building Lease-Purchase Program. If the project is determined to be eligible for funding for new construction as a result of overcrowding, a district is eligible for either but not both of the two incentive programs. In 1986, SB 81 provided approximately $235 for K-6 students, $320 for 7-8 graders, and $365 for pupils in grades 9-12 who are housed in excess of an existing facility's capacity, no matter what alternative to new construction is followed.[1] These amounts are equal to one-half the interest amount the state would have paid on bonds necessary to finance a new school. No district has applied for SB 81 funding, presumably because applicant districts must decrease eligible enrollment for new school construction by the number of students claimed under the chapter. This portion of the incentive package is due to expire on January 1, 1988.

The second, a portion of SB 813, provides $25 for every pupil attending a year-round school operated to alleviate overcrowding. To qualify, a school board must certify that a school is being operated year-round because of overcrowding and have an approvable application on file with the State Allocation Board. Claims under this chapter do not reduce the district's eligible enrollment for new construction. Both of these incentives and the incentive described in the following paragraph are available on a yearly basis as long as a district can substantiate overcrowding.

Under SB 327 (Chapter 886, Statutes of 1986), districts may apply for funding up to a maximum of $125 for 1986-87 for every pupil in a school operated on a year-round schedule. This amount is in addition to the $25 available under SB 813. Actual dollar incentives are intended to be adjusted annually for inflation and are determined by the Office of Local Assistance (OLA)[2] according to a formula which takes into account the number of pupils housed in excess of the school's capacity, the number of square feet allowed at that grade level, the cost of new construction in that locale, and the cost of land in the area.

Year-round operation may necessitate installation of air-conditioning and/or insulation in districts which experience high summer temperatures. Because expenditures of this type probably constitute the largest cost deterrent to year-round schools, the Legislature has established incentives in recent legislation intended to lessen or eliminate that cost.[3] Funding for these purposes is described more thoroughly in the section on transition costs.

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[1] These amounts would vary from year to year depending on construction costs and interest rates.

[2] The Office of Local Assistance (OLA), a unit of General Services overseen by the State Allocation Board, should be differentiated from the Local Assistance Bureau (LAB), a unit of the State Department of Education.

[3] AB 1024 (Chapter 1440, Statutes of 1985); AB 694 (Chapter 1339, Statutes of 1986), which supercedes AB 2926; and AB 4245 (Chapter 423, Statutes of 1986).

Costs for
Year-round Schools

An analysis of costs associated with the use of a year-round model must take into account four major factors: avoided costs, transition costs, projected operating costs, and incidental differences in operating expenses which result from unanticipated effects of conversion to year-round education. In addition, expenditures and savings may differ from school to school or from district to district as a result of variations in the model, the applicability of the model to the individual situation, use of intersessions, school size, and other variables. Differences in ways unhoused students are currently accommodated, such as the use of multipurpose rooms or busing to other schools, and the extent to which enrollment growth is already present rather than expected, can introduce cost differentials between districts.

In this section we will consider the effects of cost factors on multitrack schools. Because costs of single-track programs are more comparable to the costs of traditional programs, only differences will be noted.

Avoided Costs

Multitrack year-round programs are commonly employed to alleviate the effects of overcrowding or anticipated enrollment growth. Other measures which may serve the same purpose include building new schools, using portables, converting to double sessions, and transporting students to schools with available space. The latter two approaches may be applicable to certain situations. For those districts with unused space, busing represents a possible but often unpopular alternative; and, although generally disliked, double sessions can essentially double classroom space. Usually, however, year-round schools are seen as an alternative to portable classrooms or new construction.

Portable classrooms, either leased or purchased, represent a commonly used method of handling enrollment growth and are far less expensive than permanent buildings. The yearly per student cost at the district level ranges from a minimum of $67 for state rental units to $200 per year or more for lease/purchase units. State rental units are subject to waiting periods of up to two years and are available on a year-to-year basis to overcrowded districts. Lease/purchase units have associated delivery, installation, and furnishing charges but can, under conditions of overcrowding, be financed entirely by the state whereby a 40-year payback period at zero percent interest is provided under the State School Building Lease-Purchase Law of 1976. This approach may require three to four years of processing time. If year-round schools are employed, the costs to the state of financing portables may also be regarded as avoided. Finally, districts may avoid delays by purchasing units outright, often with bank financing at close to the prime rate. Annual costs may be as low as $234 per student for "dry units."[4] Table IV-1 specifies estimated costs of portables at the district level.

Table IV-1

Estimated Costs of Portables - District Level

Category	Annual cost	Installation	Delivery	Furnishings	Total	Annual per pupil cost	
Lease (SDE)[a]							
Dry unit	$2,000	included	included	included	$2,000	$67	
						Per Pupil First-year cost	Per Pupil Annual cost
Lease Purchase							
Dry unit	$6,000	$3,000	$1,000	$2,500	$12,500	$417	$200
Wet unit	$9,250	$12,000	$1,000	$2,500	$24,750	$742	$308
Purchase Outright[b]	Unit cost						
Dry unit	$35,000	$3,000	$1,000	$2,500	$41,500	$451	$234
Wet unit	$50,000	$12,000	$1,000	$2,500	$65,500	$851	$334

[a] Leased dry units are available through the emergency classroom program on a year-to-year basis at a cost of $2,000/yr., including delivery, installation, and furnishings. In the past delivery has been delayed, often by periods of eight months to two years. The Legislative Analyst reports that the situation is improving but that delays are still excessive.

[b] Assumes bank financing at 8.5% for five years.

Under the Lease-Purchase Law the state has, in the recent past, absorbed all costs of new construction. The district has experienced only transition and incidental costs. During the 1986 legislative session, this situation was changed radically. Districts are now expected to levy a fee on new residential and commercial developments and to pay a portion of any new construction. This legislation has the result of reducing costs to the state, transferring approximately half of construction costs to commercial and residential developers.[5]

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[4] "Dry units" do not have sinks or other requirements for running water or sewer connections. "Wet units" do require the above.

The Office of Local Assistance estimates $100 per square foot as an average cost of school construction, including land, permits, construction, equipment, architectural fees, furnishings, and other related costs.[6] Standard sizes eligible for state funding have been 55 square feet per student enrollment - elementary; 75 square feet per student enrollment - 7th and 8th grades; and 85-87 square feet per student enrollment - 9th through 12th grades.[7] According to this formula, a new 12 classroom elementary school (360 students) would cost approximately $1.98 million. A 24-classroom elementary school (720 students) would cost nearly $4 million. If a school site is purchased at market value, these amounts could more than double. Per pupil avoided construction costs to the state are estimated in Table IV-2. The estimated minimum saving averaged across the state is $486 per year for each student for whom construction costs are avoided. If site purchase is involved, average savings might run as high as $840 per pupil at the elementary school level. For urban districts experiencing exceptionally high land costs, savings on elementary school construction could run as high as $2,254.[8]

Transition Costs

Transition costs include costs clearly associated with the introduction of year-round schooling and not recurring. A feasibility study may be necessary; substantial administrative time must be devoted to planning for and implementing the transition; teacher in-service training requires release time; and communication with the community will require staff involvement. These endeavors should require relatively minor expenditures.

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[5] Developers' fees may also be used for other approaches to housing excess students, such as the purchase of portables.

[6] After examining recent new construction projects, which averaged $93.12 per square foot total costs, the Department of Finance concluded that $100 per square foot would cover most new construction projects. Exceptions might include new school construction for which new sites would need to be purchased, especially in urban areas.

[7] Under SB 327 (Chapter 886, Statutes of 1986), maximum allowable areas of school building construction were increased to 107 percent of these previous allowable areas.

[8] In this case a figure of $1 million per acre was used, a figure widely quoted as representing an expected cost in Downtown Los Angeles. These calculations do not attempt to include forgone tax income from school properties.

Table IV-2

Estimated Costs of New School Construction - State Level

Per Student Cost of Construction[a]

Elementary school ($100/sq. ft. x 55 sq. ft.)	$ 5,500
Junior high school ($100/sq. ft. x 75 sq. ft.)	$ 7,500
High school ($100/sq. ft. x 85 sq. ft.)	$ 8,500

Possible Per Student Cost of Site: (Assumes market value of $200,000 and $1,000,000 per acre and occupancy rate of 500 students per 10 acres)

[(10 acres x $200,000/acre)/500 students]	$ 4,000
[(10 acres x $1,000,000/acre)/500 students]	$20,000

Range of Expected Per Pupil New Construction Costs:

	Without land cost	With $200,000 land cost	With $1 million land cost
Elementary school	$5,500	$ 9,500	$25,500
Junior high school	$7,500	$11,500	$27,500
High school	$8,500	$12,500	$28,500

Range of Expected Per Pupil Annualized Costs Avoided by Year-round Programs

(Assumes 8.5 percent interest for land and construction and a 40-year lifetime for construction)

	Without land cost	With $200,000 land cost	With $1 million land cost
Elementary school	$486	$ 840	$2,254
Junior high school	$663	$1,016	$2,431
High school	$751	$1,105	$2,519

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[a] The Office of Local Assistance estimate of $100 per square foot is an average that includes land, permits, inspections, architectural fees, construction, equipment, furnishings, and other related costs. Land costs incorporated in this average are relatively low because funded construction is often an expansion of existing facilities and because school sites are, in many instances, already owned or available at reduced prices from developers. If sites are purchased at market value, costs may escalate markedly. Square footage per pupil of facility space is based on 1986 standards.

Most districts find that portable storage units and filing cabinets must be purchased to facilitate teacher movement between rooms. This also constitutes a relatively minor expenditure. Table IV-3 provides estimates of these expenses and of those for air-conditioning.

The major capital cost associated with transition to year-round education is the cost of air-conditioning in areas which have intense summer heat. In response to this need, the Legislature has appropriated $13.5 million of Outer Continental Shelf Oil Fund revenues (AB 1024), to be used for air-conditioning and insulation for schools operated year-round. It has been recommended that the funds be allocated on a point system which takes into account average temperature of the area, percent of overcrowding, and the number of students enrolled at the specific year-round school. Assembly Bill 694 (1986) also designates $30 million from the Petroleum Violation Escrow Fund for districts requiring air-conditioning or insulation in year-round schools. In addition, Assembly Bill 4245 (1986) authorizes an amount not to exceed $40 million over two years as part of the 1986 general obligation bond measure. Although these allocations seem quite substantial, the Los Angeles Unified School District has estimated a cost of up to $220 million to install air-conditioning or air-cooling if all schools in crowded areas are converted to year-round programs. Although guidelines for air-conditioning incentives are still being formulated, it is currently expected that the state will pay the full cost of planning and installation. Schools will probably be required to continue year-round for two years after project completion in order to avoid repaying air-conditioning costs.

Expenses incurred during a transition to year-round schooling should be compared with the costs of moving and installing portable classrooms or to a portion of the costs of opening a new school. When viewed in this light, transition costs, with the exception of air-conditioning, seem minimal.

Projected Operating Costs

Operating expenses can normally be divided into fixed and variable costs. Fixed costs are those which are independent of the size of population served. Variable costs are experienced on a per student or per day basis. Although some fixed and variable costs may vary from district to district, most budget items would be allocated similarly. Average per student cost would be equal to fixed costs divided by the number of students served plus per student variable costs plus per day variable costs, adjusted for the number of students served. Because year-round education provides for an increase over traditional education in the number of students served, average costs would be expected to decline. A question remains, however, about the effect of the per day costs. If the extra proportion of time the school is open equals the extra proportion of students, the effect would, in general, be the same as that of per student variable costs. That is, if the school is open one-third more time but serves one-third more students, most cost effects would be the same on a per pupil basis.

Differences might well be seen in utility costs because three-month summer utility bills may, in areas of intense heat, exceed three-month

Table IV-3

Estimated Costs of Conversion to Multitrack Year-round Schools

Category	Per classroom	Per student[a]	Per student yearly cost	Per Unhoused student yearly cost
Cost of Air-Conditioning Unit and Installation:[b]				
Elementary	$16,000	$400	$42[c]	$168
Secondary	$20,000	$500	$53	$212
[Portables	$10,000	$250	$26	$104]
Release Time for Teacher Inservice, Training,[d] Planning, and Feasibility Study[e]	$400	$10	$10	$40
Portable Storage Cabinets and Files	$900	$23	$6[f]	$24
Totals				
Elementary	$17,300	$433	$58	$232
Secondary	$21,300	$533	$69	$276
Expected district contribution:	$1,300	$33	$16	$64

[a] Assumes 30 students per classroom x 4/3 to adjust for 25 percent additional unhoused students.

[b] Air-conditioning estimates are based on those provided by Roger Rasmussen, Independent Analysis Unit, Los Angeles Unified School District; and Henry Jones, Deputy Controller-Finance, also LAUSD.

[c] Cost annualized over 20 years at 8.5%. These costs will probably be absorbed at the state level.

[d] Three days at $100/day per teacher.

[e] Administrator time estimated at $100/classroom.

[f] Annualized over 5 years at 8.5% interest.

average costs during the traditional school year. Because most areas of rapid enrollment increases are in the southern portion of the state, utility costs may be a major factor. In addition, maintenance costs may be higher due to a requirement to pay overtime or employ outside contractors to complete repair and cleaning tasks within extremely limited time frames. Excess maintenance costs incurred from wear and tear of intensive use should be covered by the increase in student-based revenues.

Variable costs include teacher salaries; salaries for special teachers assigned on the basis of student population; administrative, clerical, and maintenance salaries for employees assigned on the basis of time or number of students; utilities; consumable supplies; and transportation. Fixed costs cover textbooks, nonconsumable supplies, and furnishings (which may now be purchased on a classroom basis). Table IV-4 compares expected per student cost parameters for year-round schools, newly constructed schools and portable classrooms. In the case examined, the student population has been increased by one-third as has the number of days of operation to simplify comparison of variable costs. Because some costs decrease on a per student basis while others increase, per pupil expenses will be close to the same level under year-round and traditional programs. Much depends, however, on the ingenuity of district and site administrators in managing the budget to avoid excess costs.

Incidental Differences in Operating Expenses

A number of districts have reported that unexpected factors have contributed to cost differences between traditional and year-round programs. Although these effects may differ from district to district in occurrence and order of magnitude, they are worth noting.

The Oxnard Elementary School District reports reduced student absences for year-round tracks. The K-8 excused absence rate was 4.8 percent for 1985-86 school year versus 5.7 percent for students in traditional calendar programs and 6.0 percent for K-8 students across the state. The unexcused absence rate for K-8 students was 1.4 percent versus 1.8 percent for traditional and a California average of 2 percent. Site administrators' responses to the survey conducted for this study were mixed regarding reduced student absences. About half of the multitrack principals indicated an improvement in student attendance in year-round programs. For the single-track schools, about 30 percent agreed.

It should be noted that a decline in student absences results in an increase in a.d.a. funding for the district but an increased cost for the state.

Oxnard also noticed a reduction in vandalism and burglary at schools which operated year-round. School personnel are on site not only during the summer months but also until midnight when custodians are working. Vandalism and burglary costs reportedly shrank from $82,540 in 1975-76 to less than $10,000 during the 1984-85 school year.

Table IV-4

Differences in Operating Costs for Year-round, New Construction, and Portable Classrooms

Category	45/15, 4-track year-round elementary school (potential expansion of 33%)	Newly constructed facility (Assume proportion equal to expansion under year-round school.)	Portables leased and rented (Assume expansion equal to year-round school.)
Teacher salaries	Per-student basis (i.e., 1/3 increase)	Per student basis (1/3 increase)	Per student basis (1/3 increase)
Teacher benefits	Possible decrease on per pupil basis if teachers take 12 month contracts	1/3 increase	1/3 increase
Administrative salaries	Ten-month position increased to 12 months plus administrative substitute, approximately 1/3 FTE increase	1/3 increase	Little or no increase
Administrative benefits	Little increase (per pupil cost savings)	1/3 increase	No increase (per pupil cost savings)
Support personnel salaries	Increase for clerical; assume 1/3 increase	1/3 increase	Increase; possibly less than 1/3
	Increase for maintenance; assume 1/2 increase due to increased time period and overtime pay	1/3 increase	1/3 increase
Furnishings	Decrease on per pupil basis but rise in replacement costs	1/3 increase	1/3 increase
Texts	Decrease on per pupil basis but increased replacement frequency	1/3 increase	1/3 increase

(Continued on page 54)

Table IV-4 (Continued)

Category	45/15, 4-track year-round elementary school (potential expansion of 33%)	Newly constructed facility (Assume proportion equal to expansion under year-round school.)	Portables leased and rented (Assume expansion equal to year-round school.)
Office equipment	Limited increase (decrease on per pupil basis)	1/3 increase	Little increase (per pupil cost savings)
Utilities	Expected increase equal to difference between summer air-conditioning and 1/3 of nine month utilities	1/3 increase	1/3 increase

Nearly two-thirds of school administrators who responded to the school survey believe that teacher attendance is markedly better in both single-track and multitrack year-round programs. Teachers may experience less fatigue when vacations are interspersed throughout the year.

Findings of the Study on Costs

In general, districts do not conduct complete analyses of the financial impact of year-round schools. Because year-round education so clearly constitutes a major cost saving over new construction, detailed examination does not often appear necessary. Historically, the majority of those studies which have focused on year-round costs have looked at excess costs on a per-school basis. As a result, a misperception exists that year-round programs are necessarily more expensive to operate than traditional programs. More recently, analyses by Stanford Research Institute of the Pajaro Valley Unified School District (1978) and by the Oxnard Elementary School District (1985, 1986) have indicated that year-round education need not be more expensive than traditional programs to operate. Indeed, both of these studies demonstrated a cost savings over traditional approaches, 4 percent in Pajaro Valley and 9 percent in Oxnard.

Personnel Costs

As part of this study, the San Diego City Unified School District compared personnel costs of equal sized year-round multitrack, single-track, and traditional schools.[9] Pairs of matched schools were selected on the basis of student enrollment. Large schools (with enrollments of approximately 1,000 students) were available for all three types, while only traditional and single-track schools were found with enrollments between 200 and 300. Staff positions included those associated with the instructional, site direction, counseling, health, custodial, and noon duty programs--in other words, essentially all full-time and part-time personnel assigned to the school. Expenditures were projected on the basis of average salaries for each of the positions to eliminate differences attributable to individual assignments.

The average personnel cost for large traditional schools was $1,430 per student. Single-track year-round schools had essentially the same cost, $1,432 per pupil. The average multitrack personnel cost was $1,495 per pupil, an increase of less than 5 percent over the average for large traditional schools (see Table IV-5). The cost differential appeared attributable, in part, to the fact that custodial positions are authorized on the basis of square footage rather than school enrollment. Because one of the multitrack schools had a large building and grounds, per student costs were also examined when custodial services were removed. The remaining difference, 2.7 percent, could be traced to slightly less efficient student distribution (one extra teacher per school) and to increased costs of lunchtime supervision (Table IV-6). It should be noted that multitrack year-round schools are often associated with lower socioeconomic level neighborhoods because schools in these neighborhoods also tend to be overcrowded. Such schools should have greater than average representation of resource personnel. As a result, some increase in personnel for multitrack programs may be regarded as related to student population characteristics rather than to choice of program.

The cost per student for smaller schools, both single-track and traditional, was much greater. As can be seen from Figure IV-1, smaller schools were much more costly on a per pupil basis than any of the larger programs, including multitrack year-round configurations. Traditional schools in this sample averaged $1,681 per student in personnel costs. Single-track programs were even more expensive, averaging $1,779 per pupil, while personnel costs for larger schools were less than $1,525 per student in every instance. Differences would appear to be attributable to economies of scale.

In the case of the smaller schools, cost differences could not be attributed to custodial assignment. A 5.8 percent increase for single-

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[9] This analysis was suggested and provided by Henry Hurley, Director, Budgets and Cost Controls Department, San Diego City Unified School District. Because a small number of schools were studied, actual personnel costs across the school district cannot be determined. Nevertheless, the information does provide an indication of what personnel costs can be in certain situations. Multitrack personnel costs may be proportionately less in other even more cost-effective circumstances.

Table IV-5

Comparison of 1985-86 Personnel Costs for Selected Single-Track, Multitrack, and Traditional Elementary Schools

Large elementary schools	Enrollment	Projected expenditures	Per pupil cost	Average per pupil cost
Traditional Schools				$1,430
School A	1,195	$1,683,916	$1,408	
School B	1,064	$1,523,156	$1,431	
School C	1,057	$1,499,390	$1,421	
School D	880	$1,284,738	$1,459	
Single-Track Schools				$1,432
School E	1,118	$1,600,786	$1,432	
School F	1,070	$1,532,090	$1,431	
MultiTrack Schools				$1,495
School G	1,039	$1,582,673	$1,522	
School H	903	$1,325,215	$1,468	
Small elementary schools	**Enrollment**	**Projected expenditures**	**Per pupil cost**	**Average per pupil cost**
Traditional Schools				$1,681
School I	291	$489,395	$1,683	
School J	283	$475,356	$1,679	
Single-Track Schools				$1,779
School K	287	$481,659	$1,678	
School L	263	$493,879	$1,879	

Note: The above analysis was suggested and provided by Henry Hurley, Director, Budgets and Cost Controls, San Diego City Unified School District.

Table IV-6

Comparison of 1985-86 Personnel Costs for Selected Single-Track, Multitrack, and Traditional Elementary Schools, Exclusive of Custodial Costs

Large elementary schools	Costs of Custodial Services Removed[a]			
	Enrollment	Projected expenditures	Per-pupil cost	Average per pupil cost
Traditional Schools				$1,371
School A	1,195	$1,631,200	$1,364	
School B	1,064	$1,451,479	$1,364	
School C	1,057	$1,447,636	$1,372	
School D	880	$1,217,755	$1,383	
Single-Track Schools				$1,374
School E	1,118	$1,525,566	$1,365	
School F	1,070	$1,479,465	$1,382	
Multitrack Schools				$1,409
School G	1,039	$1,486,952	$1,431	
School H	903	$1,252,391	$1,387	
Small elementary schools	**Enrollment**	**Projected expenditures**	**Per-pupil cost**	**Average per pupil cost**
Traditional Schools				$1,578
School I	291	$458,324	$1,575	
School J	283	$447,277	$1,580	
Single-Track Schools				$1,667
School K	287	$450,563	$,1570	
School L	263	$464,181	$1,765	

[a] The above analysis was suggested and provided by Henry Hurley, Director, Budgets and Costs Controls, San Diego City Unified School District.

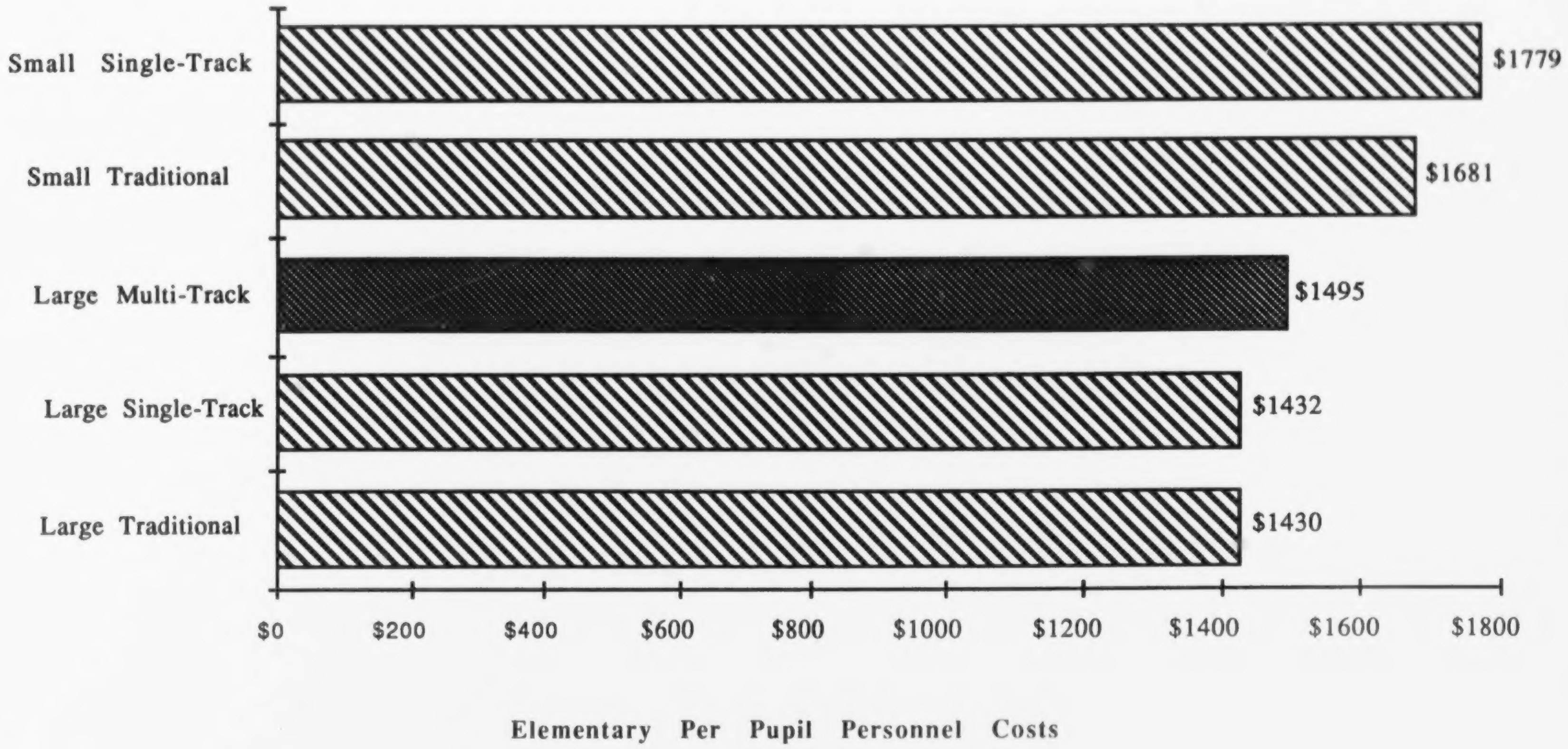

Fig. IV-1. Comparison of Personnel Costs for Selected Single-Track, Multitrack, and Traditional Elementary Schools

track schools was due to higher instructional and site direction costs at one of the schools. Excess costs appeared unrelated to the single-track program as the other school of this type had per pupil costs equal to its traditional comparisons.

District Differences in Cost Factors

District representatives, usually year-round coordinators, superintendents, or business officers, were asked to indicate areas for which a cost differential was noted between year-round and traditional programs. Answers to this question do not indicate cost differences on a per pupil basis. Instead, responses represent excess costs of running a year-round program serving more students than the traditional program with which it is compared. Table IV-7 indicates the percent of respondents, noting a cost differential for each specific item. With the exception of utilities costs, administrative salaries, and support personnel salaries, none of the possible cost increases was experienced by more than 50 percent of the districts. Evidently, costs of year-round education are dependent to some extent on the particular organization and implementation of the program in each district or individual school. Conversations with district coordinators also consistently indicated differences in local expenditures. Excess expenditures appeared in many cases to be more closely related to community needs than to any requirement of the year-round program. Indeed, it is likely that, with creativity and cooperation from all concerned, it is possible to reduce the operating costs of year-round education to fit an existent per student budget. It is also probable that, at least initially, tailoring a program in such a manner that it gains acceptance with the community will not result in the most cost efficient approach.

Use of Incentives

Few districts have taken advantage of year-round incentives. A number of the 42 districts employing year-round programs have not been able to establish the degree of overcrowding necessary for placement on the waiting list for new school construction. Others have been simply unaware of the possible incentives. In 1985-86, for instance, only 12 school districts, which included 131 schools, received the $25 per student incentive grant available for schools operating year-round because of overcrowding. Discussions with district representatives indicated much confusion about the incentive programs and requirements for qualifying. Conversations with representatives of the Office of Local Assistance, however, indicated that information is provided via district mailings in regard to all incentives.

An approvable application for funding for new construction is the basic requirement for qualifying for the $25 per student incentive payment program. Currently, the State Allocation Board must certify that a district has filed an approvable application. The application is then sent to the Department of Education for payment of the $25 per student incentive.

Table IV-7

District Reported Cost Differences Associated with Year-round Education

Category	Percent of respondents indicating increase*
Utilities	69.7
Support Personnel Salaries	60.6
Administrative Salaries	51.5
Portable Storage	48.5
Bus Transportation	48.5
Air-Conditioning	42.4
Administrator Substitutes	33.3
Special Education (Self-Contained)	30.3
Benefits and Retirement	30.3
Supplies	21.2
Released Time for Teacher In-Service Training	21.2
Compensatory Education/Categorical	18.2
Feasibility Study	15.2
Office Equipment	15.2
Curriculum Revision	12.1
Teacher Salaries	3.0
Insurance	0

* Shows increased costs on a per school basis rather than a per student basis.

Although no district has filed for payment under SB 81, applicants would be required to file an application for new school construction because of overcrowding. Applications would be considered midway through the approval process for new school funding. Waiting time simply for Phase I approval was as much as two years as of April, 1986. At that time 93 applications were awaiting Phase I approval for growth, and 239 applications were awaiting Phase II approval for growth. After approval for new school construction, a district would be given the option of taking the year-round incentive. A district desiring to take advantage of the SB 81 incentive would be required to reduce its application for new school construction by the number of students claimed under the incentive. SB 81 incentives could be made more appealing to districts if the incentives were available within the same time frame that SB 813 incentives are available. In addition, because SB 81 incentives are set at one-half the financing cost avoided by the state, it would be in the state's interest to encourage districts to accept this incentive rather than remain on the waiting list for new school construction, especially for situations in which enrollment increases are expected to be relatively transitory.

Almost 52 percent of the districts surveyed reported that they were eligible for new construction funding (21.2 percent), funding for reconstruction/rehabilitation (3 percent), or both (27.3 percent) under the State School Building Lease-Purchase Law of 1976. According to the survey, 33 percent of respondent districts (11 districts) intend to apply this year for funding under Chapter 689 (alternatives to new construction). Forty-two percent (14 districts) said they would apply for the Chapter 498 incentive ($25 per student enrolled in a year-round school). Respondents were, however, unclear that they could not qualify under both programs. When asked whether use of a year-round approach had eliminated or reduced a need for school construction, 27.3 percent responded affirmatively and 60.6 percent negatively. Several commented that year-round programs had delayed a need for construction but that overcrowding was so extreme in the areas utilizing year-round programs that construction might still be necessary.

In conclusion, incentives have not been effective in encouraging many districts to try year-round education as an alternative to other methods of handling enrollment growth. If incentives are to induce participation in year-round programs, districts must be better informed. In addition, because the opportunity to opt for year-round programs under SB 81 rather than new construction occurs after a district has already waited approximately two to three years for construction funding, year-round approaches are less likely to be selected. At least a year of planning and preparation time is required to institute a year-round program. If funding were provided for preparation when a district initially applied for construction funds, implementation of year-round approaches would be more likely.

In addition, three improvements need to be made in the dissemination of information regarding year-round incentives. First, districts should receive a synopsis of explanatory information about the incentive programs yearly. This brief should clearly state possibilities and requirements for qualifying. In addition, as much information as is readily available should be presented regarding current legislation and expectations for the continuation of various statutes. This information should be provided in addition to timely notice of changes in year-round incentives.

Secondly, overcrowded districts would profit from developing as much expertise in this area as possible. A single person within each district should be responsible for collecting and maintaining information about year-round incentives, preferably the same administrator knowledgeable about construction and housing alternatives.

Finally, information regarding year-round incentives is housed in a variety of locales. Certain information is easily available only from the Office of Local Assistance. Other details germane to this report were only determined by contacting the State Department of Education, outside consultants,[10] the Legislative Analyst, or representatives of school districts[11]. Changes are frequently made in incentive law, in the allocation of funding for these programs, and in qualification requirements. Thus, it is difficult for small districts to be up-to-date. A clearing-house for information is needed which can provide ready answers to questions on this topic and provide assistance in determining a district's revenues under year-round incentive programs. If year-round education makes sense for the state from a cost perspective, a major effort should be made to induce districts to examine the incentive package carefully before opting immediately for new construction. In short, incentives must not only be attractive but be presented in such a way that they will be easily adopted.

Summary

Gaining a clear picture of the cost effects of year-round education is, at best, a confusing process. Incentive packages provided by the state confound the confusion by displacing costs to the state level. For example, although construction of new schools is generally deemed the most expensive approach to overcrowding, costs have not been apparent at the district level. Districts willing to wait three to four years may pay little for new schools or portables because the state bears most of the cost. As incentives for year-round education increase, and as districts are asked to participate in the funding of new schools through developer's fees, a growing advantage to year-round education programs may become apparent to district officials.

Currently, new construction costs the state more than $486 dollars per student per year over 40 years even when site cost is not included. Portables cost the state more than $200 per student per year, although districts may pay only $67 per pupil per year for emergency rental units, including installation, furnishings and delivery. In comparison, real costs of year-round schools at the elementary level are estimated at $42 per student per year for air-conditioning and approximately $16 per student additional transition costs for the first year.[12] Operating costs are expected to average approximately the same on a per pupil basis as traditional schools, with the possible exception of additional personnel costs and expected increases in maintenance and utility costs. Incidental costs, if they influence the situation at all, would appear to reduce expense of year-round education. In short, it seems clear that use of year-round schools has the potential to reduce the real costs of education in areas with existent overcrowding. Current incentives would appear to cover necessary costs and to provide extra funding that can be used to implement locally chosen options.

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[10] Notably John Mockler of Murdoch, Mockler and Associates.

[11] Roger Rasmussen of the Independent Analysis Unit, Los Angeles Unified School District; Gordon Wohlers, Coordinator, School Utilization Task Force, Los Angeles Unified School District; and Norm Brekke, Superintendent, Oxnard Elementary School District.

[12] It should be noted that these amounts are per pupil figures allowing comparison to the $25 to $125 per student incentives. On an unhoused basis, assuming 25 percent of the students were previously unhoused, elementary costs are $168 per unhoused student for air-conditioning and $64 per unhoused student for storage, in-service training, and planning.

Current incentives, then, create a higher cost to the state for year-round education than is clearly indicated by required local expenditures. At the elementary level overcrowded districts are eligible to receive, on a yearly basis, $25 to $150 per student for the total enrollment of a year-round school.[13] The Legislative Analyst's 1987-88 budget analysis estimates $80 per student as the state average payment. If 15 percent of the student body were made up of previously unhoused students, as current legislation recommends, revenue to the district based on $25 per student would be equivalent to $167 per unhoused student. Payments based on an average figure of $80 per student in addition to the $25 figure would be $700 per unhoused student. If a district could qualify for the entire $150 per student, equivalent per unhoused student revenue could run as high as $1,000 in areas with excessive land or construction costs.[14] Air-conditioning incentives could drive this figure higher. Figure IV-2 depicts this situation graphically. Although year-round incentive costs to the state appear fairly substantial in relation to new construction costs, it should be noted that, in the event elementary enrollments subside after a few years, year-round programs can be discontinued if desired. New construction costs, by comparison, cannot be terminated. Moreover, districts are faced with the difficult problem of closing schools.

District-level costs are much more difficult to determine. The impact on the district of matching fees for new construction is not well understood. If new construction continues to result in a negligible net cost to districts, year-round operating costs must be essentially the same as traditional education in order to be competitive from a district perspective. State incentives can remove the cost of air-conditioning. Expected per student excess operating costs and first year transition costs should be covered by existing incentives. Many overcrowded districts should find that generated funding can provide opportunities for experimentation directed at improving learning for all students. With proper management and use of state incentive funding, districts should experience little or no net cost of year-round education.

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[13] Or, for the current year, payment under SB 81 (Chapter 684, Statutes of 1986). Two hundred and thirty-five dollars was the amount allocated for elementary level unhoused students in 1986. In the same year junior high school level payments were $320, and high school incentives were $365 per unhoused student.

[14] Because determination of the amount of funding under the $125 incentive is dependent on the costs of land and construction in the area, new construction costs would be excessively high as well in areas which could command the full $150 per student.

Factors which might serve as cost deterrents to year-round education include lack of overcrowding or very small schools or school populations. Heavy use of intersessions and class size reductions also tend to detract from both the cost savings associated with year-round schools and from the size of incentive payments. In conclusion, however, it is anticipated that extensive use of year-round facilities in overcrowded areas will result in little change in costs on a per student basis for districts. Existing programs seem to be operating effectively and incentives appear adequate to cover most costs. At the state level current incentives are based on a host of factors which make predictions of total costs difficult. Costs to the state of incentives should be less than costs of new construction. Whether current incentives provide a cost effective alternative to portables is, however, unclear. If a district is able to qualify for the higher levels of SB 327 (Chapter 886) funding, portables would certainly provide a less expensive option for the state. On the other hand, the $25 per student incentive alone would be less costly to the state than most portables. Incentives for both portables and year-round schools offer districts an option in planning for increased enrollment and state costs are of the same magnitude. New construction, by contrast, is substantially more expensive. A district that can qualify for elevated levels of year-round incentive funding would also qualify for extremely high levels of new construction funding. From a cost perspective, therefore, new construction is less attractive than either providing portables or year-round incentives.

V. CHARACTERISTICS OF YEAR-ROUND EDUCATION PROGRAMS

This chapter contains a description of year-round education programs in California. The programs are viewed from the perspectives of the school district office, school site, teachers, students, and parents. The district perspective includes a review of decisions and policies related to implementation and maintenance of a year-round program. The school view includes specific operating practices at the site of the year-round program. And the views of teachers, students, and parents are based on their expressions of opinion about year-round programs.

District Decisions and Policies

Decision to Implement

The decision to implement a year-round education program is usually made after a thoughtful consideration of various alternative courses of action. For a district faced with expanding enrollment, other alternatives usually include school construction, rental of community facilities, use of portable buildings, redrawing of school boundaries, offering of double sessions, and busing of students to other locations. Consideration of these alternatives usually requires a year or more of effort on the part of the school board, school staff, parents, community agencies, and, in some instances, students.

The law requires public notice, a public hearing, and, if requested, an election be held before a school district can implement a year-round program that will require student enrollment (Chapter 1010, Statutes of 1976). If the community does not support the idea of a year-round program, another alternative must be selected. Community support is one of the most vital elements in the success of a year-round program.

Not all districts have the opportunity to consider the various options. The Los Angeles Unified School District was urged by the courts to convert to year-round programs to relieve overcrowding in 1979. In two other districts the year-round program was mandated because of overcrowding. When a program such as year-round education is imposed on a community, the necessary local support is difficult to generate.

The decision to implement a year-round program, particularly for the first school in a district, affects the entire community. Child care, law enforcement, and recreational agencies are usually directly affected by the change in schedule. Because child care services are usually planned for the traditional school year, provisions need to be made for child care year-round when a school converts to a year-round program. For law enforcement agencies to identify students who are legitimately on vacation, some school districts issue special identification cards to students indicating the track to which the student is assigned. And adjustments need to be made by recreational agencies to serve the needs of students in year-round schools throughout the year.

In secondary school communities, employers of students are affected as the available work force changes. Jobs can be shared by two or three students, and student help is available all year rather than in a seasonal pattern.

Community resistance often must be overcome before the year-round program can succeed. In certain situations, however, it is difficult to neutralize the resistance, particularly in heavily impacted urban areas. In these areas the year-round program is frequently interpreted as a means of avoiding school construction. In some communities where resistance was high originally, people have eventually become supportive of the programs. In fact, one comment consistently offered by persons interviewed for this study was that they initially resisted the year-round education program, but came to like it after a while.

The decision to operate a year-round education program in California school districts has been based largely on the rapid growth of school enrollment. More than half the respondents to the district survey rated "accommodate expanding enrollment" as the first or second most important reason for instituting such a program. The next most important reason reported was "to eliminate or avoid double sessions." Fifteen percent of the respondents claimed that their most important reason for making the decision was "to improve student achievement." All the districts reporting this latter reason for implementation operated single-track programs. A similar pattern of responses was found among school principals, who were also asked to rate reasons for the existence of their year-round programs.

Although most districts choose to operate a year-round program because of increased enrollment, the program can also be effective when enrollment is declining. Underutilized schools can be closed and the students transferred to other district schools, where the students can be accommodated through a year-round schedule.

Although only one instance was discovered in which the decision to implement a year-round education program was made to reduce class size, the year-round program does offer this possibility to other districts. Table V-1 shows the change in class size that can be accomplished for a sample school of 800 students. A four-track 45/15 Plan was used for the analysis. Obviously, in conditions of overcrowding the class size would not be reduced. The major cost to the district would be for the additional teachers required.

Table V-1

Potential Reduction in Class Size as a Result of a Year-round Program

Category	Traditional program	45/15 Plan
Number of students enrolled	800	800
Number of students in attendance	800	600
Number of classrooms	27	27
Number of teachers	27	36
Class size	30	22.5

Strong support for year-round programs was found among program directors. When asked what alternative they would select if faced with circumstances similar to those when the program was first implemented, 80 percent replied that they would proceed with a year-round program. Eighteen percent would prefer to build a new school. One district would choose to use double sessions.

In most situations in which multitrack year-round education programs were discontinued, the main reason for the action was a change in the enrollment pattern because of declining enrollment or boundary changes. For a few districts, parental opposition to the program resulted in its termination. Of all the districts that discontinued the multitrack program, 93 percent continued the year-round program on a single-track calendar.

Three of the seven schools visited to gather data for this study were planning to change from multitrack programs next year. Two of the schools whose enrollments will decline because of new school construction were planning to retain a year-round schedule on a single-track program. At the third school, community disinterest and parent opposition were causing the school to return to a traditional schedule and to use portable buildings to accommodate the overflow of students.

Three excellent publications describing the process of making the year-round decision were identified in the course of this study. One, Year-Round School Program: A Case Study (Servetter, 1973), now out of print, describes in detail the consideration and process underlying the decision to convert the first school in Chula Vista to a year-round school. The other two, Year-Round Education Resource Guidebook, published by the Office of the San Diego County Superintendent of Schools (1986), and Handbook for Year-Round

Schools, published by Los Angeles Unified School District (1985), are guides for converting to a year-round program.

Participation

Most districts provide local options for the parents who do not want their children to attend a year-round school. One way is to combine a traditional track in the same school with a year-round program. The Saugus Union Elementary School District, for example, offers a combination program in five of its eight schools.

Another method of accommodating parents unwilling to send their children to a year-round school is to provide transportation to a school with a traditional program. The San Diego City Unified School District offers such service to parents wishing to exercise their right of choice.

According to the district survey, participation in the year-round education program by students is optional in 74 percent of the districts. Teachers in 71 percent of the districts have the choice of assignment to a year-round program, but administrators have that choice in only 48 percent of the year-round districts. About half of the districts with year-round programs offer optional assignments in the programs to student support services staff and other staff members.

Not all families in a district have access to a year-round program. Year-round programs are often operated only at elementary grade levels or for certain attendance areas. Some districts maintain an open transfer policy and offer access to the program as space becomes available.

Districts with open enrollment policies report a variety of effects on year-round programs. Some districts maintain waiting lists for access to year-round programs; others report as many as 38 percent of the students living in a year-round attendance area choosing to enroll in a traditional high school program.

Staffing

The characteristics of year-round program staff, as reported by the California Basic Educational Data System (CBEDS), were compared with those of all certificated staff in the state's public school system. Table V-2 shows the percentages for each group at the varying levels of total years of educational service, years of service in the current district, highest educational level, age, sex, and racial ethnic category.

It is clear from Table V-2 that the year-round program staff members are younger, less experienced, and less educationally advanced than their counterparts statewide. In addition, female, Hispanic, and black staff members are more common in year-round schools than in other schools statewide. These figures reflect the fact that most year-round programs are operated at the elementary school level and in minority communities.

Table V-2

Comparison Between Year-round School Staff and All Public School Staff on Selected Variables

Characteristics of staff		School type	
		Year-round schools	All public schools
Total years of service:	Average:	13 yrs.	15.5 yrs.
	1-15	19.7%	14.1%
	6-10	22.5%	17.4%
	11-15	19.6%	20.9%
	16-20	18.2%	18.8%
	over 20	20.0%	28.8%
Years in district:	Average:	11 yrs.	12 yrs.
	1-3	20.5%	16.2%
	4-5	9.2%	9.1%
	6-10	23.5%	18.0%
	11-15	17.6%	20.2%
	16-20	15.9%	19.0%
	over 20	13.2%	17.5%
Highest educational level:	Doctorate	1.1%	1.9%
	Masters + 30 units	25.5%	27.4%
	Masters degree	10.6%	14.3%
	Bachelors + 30 units	44.8%	46.3%
	Bachelors degree	14.1%	8.0%
	Less than Bachelors	4.0%	2.1%
Age:	Average:	39 yrs.[a]	43 yrs.
	21-25 yrs.	3.7%	1.2%
	26-35 yrs.	38.1%	19.6%
	36-45 yrs.	35.7%	36.9%
	over 45 yrs	33.5%	42.3%
Sex:	Male	24.6%	36.6%
	Female	75.4%	63.4%
Ethnicity:	American Indian or Alaskan Native	.6%	.1%
	Asian	6.3%	3.3%
	Pacific Islander	.1%	.1%
	Filipino	1.4%	.6%
	Hispanic	13.7%	6.8%
	Black (Not Hispanic)	11.9%	6.6%
	White (Not Hispanic)	66.0%	81.7%

Note: Percentages may not add to 100 percent because of rounding.

[a] Estimated.

Teachers, administrators, and student support services staff members are included in this comparison.

Fourteen percent of the year-round school districts have a special extended contract for year-round teachers as compared to teachers in traditional programs. Special year-round teacher contracts ranged from 183 to 220 days, with a mean of 185.9 days. Regular contracts ranged from 178 to 187 days, with a mean of 182.5 days.

The maximum salaries for teachers in year-round programs ranged from $32,880 to $48,022, with a mean of $36,235. For teachers in traditional programs in the same districts, the highest salaries earned ranged from $32,880 to $43,977, with a mean of $35,904. Comparison between these salaries should be made with caution, however. The higher maximum salary for year-round teachers may be the result of placement on a salary schedule rather than the result of an extended contract. These are maximum salaries, not average salaries. Because of the characteristics of teachers in year-round schools, their average salary might be expected to be lower than the overall average salary statewide.

To provide comparable services for children on all tracks in a multitrack year-round education program, some districts extended to 11 months the contracts of nurses, psychologists, speech therapists, counselors, and other student support services personnel. Other districts, such as the Oxnard Elementary School District, spread the regular contract over a 12-month period by arranging four-day work weeks.

One of the benefits of the year-round schedule is that teachers who are on vacation constitute a pool of substitute teachers. The benefit to the teacher is the opportunity to earn money beyond that provided in the contract, and the benefit to the district is that qualified teachers who are familiar with the school and who are recognized by the students as regular teachers are available. Some districts pay a premium above the going rate for regular substitutes for these teachers.

Many districts have policies limiting the number of days a teacher may substitute when off-track or the number of intersessions per year in which one can teach. The Oakland Unified School District allows teachers to substitute during two weeks out of three; they must also take two vacations out of the four off-track periods. The survey showed that about 25 percent of year-round teachers chose to teach one intersession during the year. About one-fourth of the districts reported teachers teaching two intersessions per year.

In the year-round education program it is difficult for teachers to pursue staff development because they are not available during the summer months to attend university classes. Teachers in urban areas generally have the opportunity to attend evening classes, although this can become a burden or require some personal sacrifice. Some districts have made arrangements with local universities to offer courses during intersessions or after school at a school site. For example, the San Diego City Unified School District arranged with San Diego State University to provide advanced classes at a school site at the end of the school day. The Chula Vista Unified School District pairs teachers in the year-round program so that one can take advancement courses while the other takes over the duties.

When district personnel were asked to compare staffing requirements for year-round education programs with the requirements for a new school, they agreed strongly that the new school would require more administrators, pupil support personnel, custodians, bus drivers, and clerical staff. They also agreed that about the same number of teachers and aides would be needed to staff a new school as were currently staffing the year-round program. In other words, for year-round schools as compared with traditional schools, staffing needs are reduced for administrative and support staff but not for staff providing direct instruction.

Special Funding and State Incentives

Year-round education programs are funded on the same average-daily-attendance basis as the traditional school programs. They are likewise eligible for the same categorical funding. Of the districts offering intersession programs, almost half funded their intersession entirely with summer school funds. Another 18 percent of the districts used summer school funds to support about half of the intersession activity. Eighteen percent of the districts relied to some extent on categorical funding to support their intersession programs.

In 1976 the California Legislature passed the Leroy F. Greene State School Building Lease-Purchase Law of 1976 (Chapter 1010) to assist school districts financially in the remodeling, replacement, or construction of needed school buildings. The law contained a provision that encouraged school districts applying for funds to use their facilities on a year-round basis. That encouragement was reinforced in 1983 by Senate Bill 813 (Chapter 498), which authorized an apportionment of $25 per student for school districts eligible for the construction funds and operating year-round education programs to relieve overcrowding. In 1985-86, 12 school districts, with 131 schools received incentive grants.

In 1986 Senator Greene sponsored Senate Bill 327 (Chapter 886), which amended the State School Lease-Purchase Law and added an additional stipend to the year-round incentive grant for districts meeting certain prescribed criteria. The law includes a formula for calculation of the additional stipend, which cannot exceed $125 per student. This law also contains provisions for distribution of funds to school districts to insulate and/or air-condition buildings used for year-round education programs. A more detailed discussion of the incentive programs can be found in Chapter IV.

Several districts identified the problem of time lag associated with the state building program. New construction cannot be started until the actual overcrowding occurs; therefore, growing districts are always behind in their building program. One district stated that "we have utilized the 25 percent growth factor and have emergency portables and desperately need to speed up the approval procedures."

Modifications Needed for Implementation

District program directors were asked to describe modifications that were necessary for implementation of the year-round education program in the areas of physical plant and facilities, curriculum, grading periods, transportation, student support services, cocurricular activities, staff development, special education, and California Assessment Program (CAP) testing. Most of the districts reporting no modifications were operating only single-track year-round programs.

Increased maintenance and adjustments in maintenance schedules were necessary modifications for all districts. Some districts added extra custodians, some extended the current contracts, and others contracted for additional maintenance services by outside agencies. Still other districts organized custodians into teams. During downtime a team would converge on a school and perform the necessary cleaning and repair.

During the site visits maintenance was frequently mentioned as a major problem associated with the year-round schedule. Especially for the multi-track programs, buildings are seldom vacant. As one administrator put it, "There's no time for the grass to grow." She noted the excessive wear on a building that serves a student body that exceeds capacity.

Another necessary modification to the physical plant for some districts was the addition of air-conditioning. In buildings where air-conditioning was not installed, a need for it was expressed.

Storage space for instructional materials was often mentioned as a necessary modification related to the year-round program, particularly for schools not originally designed as year-round schools. Cabinetry and rolling carts were used to store materials for teachers who vacated their classrooms.

Other adjustments to the physical plant included conversion of library or cafeteria space to storage or classroom use. As would be expected, only minimal modifications to the physical plant were required in buildings specifically constructed for year-round education programs.

No major curriculum modifications were made in about half of the districts. Some respondents commented that there was no need to make curriculum modifications because the year-round program has the same number of instructional days as the traditional school program. Those that did make curriculum changes reorganized the curriculum into shorter instructional units or formed combination classes, particularly in the social sciences and sciences. One district reported rearranging curriculum to provide instruction for various bilingual groups. That is, so that appropriate bilingual instruction could be provided for the different language groups, students were assigned to tracks according to their language classification. Each track offered bilingual instruction in a different language.

Grading periods needed to be adjusted for the year-round programs in 35 percent of the districts. Three districts indicated that grade reporting dates were different for each track. Thus, a district with curriculum based on a quarter schedule and a year-round program consisting of four tracks could have as many as 16 different dates for reporting grades. Some districts use the semester grading system, others a trimester system, both of which reduce the number of reporting periods.

Two districts reported no modifications to bus scheduling as a result of implementing year-round programs. Most districts found that they had to hire additional bus drivers or extend the contracts of their regular drivers to include the summer period. Otherwise, buses ran their regular schedules, serving both traditional and year-round students. Some complicated bus scheduling was encountered by districts offering transportation to students during intersession, which may begin and end at different times of the day compared with the regular school session or may be located off campus. Three districts experienced the need to reschedule transportation for special education students so that full services would be available to them.

Districts employed a variety of means of providing comparable student support services for all students. Some purchased additional services of social workers, nurses, psychologists, speech therapists, and other specialists to serve the year-round programs. Such personnel usually were given an extended contract or an opportunity to work at an hourly rate during the summer. Other districts restructured the work year of the professionals either by trading days worked during the summer for vacation during the traditional year or creating a four-day work week for the full calendar year.

In addition to modifications to the schedules of the student support services staff, a need existed to extend administrative and clerical support to serve the year-round program. The services of certain curriculum specialists, such as a music teacher, also need to be scheduled to accommodate the year-round calendar.

Because most of the year-round education programs are operated at the elementary school level, the impact of the program on cocurricular or extra curricular activities is minimal. However, at the secondary level, students in certain activities, such as athletics, are required to attend the activity even during vacation. Often, students attend intersession during the season in which their particular sport is played or other activity is offered to maintain a close contact with the school. One elementary school district reported that it offered many of its cocurricular activities, such as assemblies, twice so that all children had equal benefit.

Students on vacation are usually invited back to participate in activities that do not require their participation. Districts with an invitation policy report that many students return to participate, particularly students of instrumental music. During one of the site visits for this study, a middle school presented a band concert for its student body. When the band director was later asked what he would do if his tuba player (on vacation) did not come back to play, he replied such a problem had never occurred. He reasoned that it was fun to come back to school to play music while not having to attend classes.

Staff development for teachers in year-round education programs presents a challenge which is answered in a variety of ways. Eight districts do not make any special provisions for staff development of year-round teachers but do provide opportunities, such as released time, which are also available to teachers in traditional programs. Other districts schedule staff development activities twice so that all teachers have equal access; provide more released time for the year-round teacher; or provide stipends for staff development during vacation periods. Generally, staff development was considered difficult on a year-round schedule and was identified frequently during the site visits as a major problem.

Modifications to special education required by the year-round program were similar to those made for student support services. Some districts purchased additional services through extended contracts or extra work at an hourly rate. Others shortened the work week to four days and stretched the ten-month year to 12 months. One district bused students between year-round program sites to provide the necessary services.

A major issue related to CAP testing in year-round programs is the number of instructional days preceding the testing. Depending on the particular calendar chosen, there may be variation in the number of instructional days prior to testing compared to the traditional school calendar. There may also be variation among the tracks in a multitrack school. Some students may have been in session for nine weeks before testing, while another group of students may just be returning from a three-week or longer vacation. To provide equity in pretesting instruction time, the State Department of Education grants a two-week extension of the time limits for testing, allowing districts to adjust the testing dates to suit their year-round calendar. Many districts take advantage of this provision. Additional discussion of this issue appears in Chapter III.

In the multitrack year-round program, one group of students is always on vacation; therefore, standardized testing must usually be conducted twice. One district administers its tests four times, once for each track, to ensure equal opportunity for all students.

Other modifications required for implementation of a year-round education program include adjusted food service schedules and adjusted business cycles. Districts whose year-round calendars overlap fiscal years maintain dual sets of records. In addition, multitrack programs require separate attendance accounting, class scheduling, and purchasing schedules for each track.

The timing of services provided by the State Department of Education has caused modifications in some districts. One-third of the districts complained that apportionments and textbooks were not available for the beginning of the year-round school year (typically in July). Half of the districts said that special funding from the state arrived late and caused temporary local adjustments.

District Perspective of a Successful Program

All persons interviewed or surveyed at the district level were asked to describe the necessary ingredients for a successful year-round education program. They agreed that the necessary ingredients for a successful year-round program are the same as those for any good education program: competent and dedicated staff, sound curriculum standards, and adequate support. But what is vital especially to the year-round program is community support. This support must be developed by involving parents, community agencies, and school staff in the planning process. The district should allow at least 18 months for the initial planning process. During that time, proponents of the year-round program must communicate with the public about the implications of the program.

School district and school staff support and school board commitment are also necessary ingredients for a successful program. This support can be developed if assignment options are available to the staff. Obviously, if the staff or board is unenthusiastic about a program, it will not long endure. District staff also need to be more aware of the year-round schedule when they purchase materials or plan meetings, workshops, and deadlines.

Another factor associated with successful year-round programs is a good communication system. In a multitrack year-round program, one group of teachers and students is always out of school. Good communication is essential to keep all staff, students, and parents informed about school events. To do so requires either a dual communication system, through which each message is sent twice at different points in time or a method of keeping track of which group is on vacation and sending messages to their homes.

For a year-round program to operate successfully, the program director and/or the school principal must have good leadership skills. Administration of such a program requires exceptional time management and organizational skills. One principal remarked, "It's like running a continuous four-ring circus."

Adequate facilities are important to the success of the year-round program. In most areas of the state, air-conditioning is a necessity. Although the cost of air-conditioning is frequently cited by opponents of year-round education programs as an excess cost, it was found to be a necessary cost in most instances. It is recommended that such a cost be amortized over the life of the system and not considered as an up-front cost. (Recent legislation provides funds for installation of air-conditioning. See Chapter IV.) It is also critical to provide ample storage space for the instructional materials of teachers who are not in session.

Practices and Procedures in Year-round Schools

Programmatically, year-round education programs do not differ markedly from traditional school programs. Usually, they offer the same curriculum; the main difference is in the scheduling. Therefore, this section does not attempt to describe the school programs per se but addresses practices and procedures specific to year-round education programs at the school site. The practices and procedures include those related to the assignment of students to tracks, class scheduling, administrative duties, intersessions, and maintenance and physical plant. This section also includes a discussion of the effects of the program on staff and student behavior and the relationship between community agencies and the year-round program. The following analysis is based upon a study of 62 single-track schools and 119 multitrack schools. The group of schools studied represents a population of 243 elementary schools and 30 secondary schools, including middle schools, junior high schools, and high schools.

Assignment of Students to Tracks

The assignment of students to tracks is peculiar to the multitrack year-round school. Schools must make an effort to place siblings on the same track unless specifically requested not to by a parent (Chapter 1010, Statutes of 1976). However, some methods of assigning students do not always produce that result.

Students are assigned in a variety of ways: geographic area, self-selection by student or parent, ability grouping, bilingual programs, enrollment date, class size equity, sibling assignment, space availability, and at random.

About a third of the schools use geographic placement, which tends to keep families or friends on the same schedule. However, this method may not produce the best placement for the individual student's needs. In this procedure the school attendance area is divided into as many regions as the year-round program has tracks, each region being assigned to one of the tracks.

The next most popular assignment practice is to allow self-selection. Most of the high schools with year-round programs allow students to select the track assignment. At the elementary level the choice is made by the parent.

Ability group track assignment, practiced in 11 percent of the schools, is usually based on the reading program. Children are assigned to a track according to their reading ability. One objection to this method is the danger of elitism associated with it.

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Schools whose enrollments contain a large limited-English-speaking group of students representing several different primary languages tend to assign students to tracks on the basis of their primary language. Although this method is necessary for the delivery of bilingual education programs, it invites charges of segregation. One of the schools visited for this study used this procedure for assigning students. Its student body was 89 percent bilingual and included 17 languages, among which were nine Chinese dialects.

Schools assigning students to tracks on the basis of enrollment date explain that the student is placed on the track providing the maximum remaining days of instruction in the school year. This is an example of the flexibility inherent in the year-round education program.

Some schools try to maintain a balance in size among the classes in the various tracks. Students are assigned to tracks to achieve this balance. Space availability is used by a few schools for student placement. Three schools reported assigning students to tracks at random.

Care should be taken in choosing a track assignment method. Ideally, tracks should be balanced in size, ability level, and access to courses and services. Morale problems can result if balance is not maintained. At one school (not a California school) with a three-track (A-B-C) year-round program, children from new families moving into the district were assigned to the B track. B track was the least desireable of the three; it provided no summer vacation time and was populated by low-ability students. Both students and teachers transferred to either of the other tracks at their earliest opportunity. In contrast to tracks A and C, track B had no esprit de corps, its membership was unstable, and it was shunned by the community.

Class Scheduling

In a multitrack year-round education program, class scheduling may present problems. At the elementary school level, grades may need to be combined to maintain a given teacher/pupil ratio according to the size of the school enrollment, the distribution of the enrollment across the grades, and the number of tracks in the chosen year-round plan. One administrator suggests that an enrollment of 525 students is minimum for a four-track program or an enrollment of 625 students for a five-track program. However, at these minimums several combination classes would probably be required. Another superintendent judges that it takes 1,000 or more students to support a five-track program at the elementary level with a minimum of combination classes. Approximately 20 percent of the classes in elementary year-round schools are combination classes.

At the secondary school level, special scheduling may be needed for advanced, specialized, or elective classes. For example, it would probably be impossible to offer Russian III on all tracks of a year-round high school. Of course, schools have the option of offering smaller than usual classes, but this practice would soon become prohibitively costly, although in some instances it may be necessary. Approximately 5 percent of year-round high school classes are smaller than usual. Another alternative is to offer the specialized courses on one track and have other students cross-track for that particular course. Huntington Park Senior High School uses the cross-track method of scheduling and schedules advanced classes for the first period in the morning, enabling students to return to their original tracks for the remainder of the school day. It also allows students who are off track to come in for the class and then leave the campus for their jobs.

Administrative Duties

Multitrack year-round education programs increase the duties of the school administrator, particularly in scheduling classes and events and communicating with faculty, parents, and students. To a lesser extent these duties have increased for the single-track administrator. Responses to the school survey regarding changes in administrative duties compared to those in a tradition program are shown in Table V-3.

Typical of the comments submitted regarding administrative duties were:

> "Everything has to be done twice."
>
> "Three separate schools are functioning at different times, with different staffs and different students. Yet all must function as a unit since all use the same physical buildings."
>
> "Four attendance tracks require more time and paperwork."
>
> "Students forget to return from their breaks."
>
> "Extended contracts (hence, separate negotiations) are necessary for specialists."
>
> "Multiple sponsors are needed for clubs and student activities."
>
> "Each time we have an event, we must have it two times so that those off-track can also be included."
>
> "We must repeat every faculty meeting and staff development activity."
>
> "Information must be mailed to homes to keep people informed and involved."
>
> "There are six changes in bus passenger lists a year."

Principals report at least monthly correspondence with parents except for testing program information, which is disseminated either quarterly or annually. The regular communications include notices about the school calendar, student activities, and PTA activities. Several schools incorporate many of these notices into a monthly parent newsletter.

Although principals of multitrack year-round programs usually have a 12-month contract, which includes a month's vacation, they have difficulty in scheduling that vacation time. Because of the continuous nature of the program, there is no time when they can easily leave the school to run itself. Some districts have solved this problem by employing an assistant principal, even though the school enrollment may not warrant the additional staff under normal circumstances. It appears that with the nonstop characteristic of multitrack year-round programs and the tremendous coordination and communication tasks related to it, such administrative assistance would benefit the program. As one principal said, "It [the year-round program] exacts a brutal toll on administrators."

Table V-3

Percent of Single-Track and Multitrack Respondents Reporting Changes in Administrative Duties Compared with Administrative Duties in a Traditional School

Category	Single-track			Multitrack		
	Increase	No difference	Decrease	Increase	No difference	Decrease
Scheduling	48	52	--	96	4	--
Attendance	39	57	4	71	24	5
Special programs (e.g., speech therapy)	35	65	--	54	41	5
School activities	38	62	--	84	16	--
Communications to: Faculty	46	52	2	94	5	1
Students	39	61	--	90	10	--
Parents	44	56	--	90	10	--
Bus schedules	31	69	--	56	44	--
Other (food service and maintenance scheduling)	46	54	--	77	15	8

Intersessions

One of the features of most year-round programs is the amount of time between instructional blocks called intersessions, which allow the school to offer a variety of programs, including remediation, acceleration, and enrichment. Some schools offer more than one type of program. Table V-4 shows the percent of year-round schools offering each type of intersession program.

Table V-4

Percent of Year-round Schools Offering Types of Intersession Programs

Type of intersessions	Percent of year-round schools
Remedial	53
Acceleration	12
Enrichment	37
Other[a]	34

[a] "Other" includes activity class, such as leadership journalism; vocational programs; advanced placement classes; immigrant and refugee language enrichment; music; computer science; outdoor education; GATE program; latchkey program; special education; and tutoring.

Some schools make creative use of intersession time. At Franklin Elementary School, the intersession offers a step-up, step-down opportunity. If a student is failing at the end of term, he or she can be placed into another track for additional instruction during intersession. Likewise, a student can step-up to the next grade if he or she is performing at an advanced level.

The same school operates a peer teaching program during intersession. Students from the higher grades come back during vacation to tutor younger students. This program is so popular that the school must limit the number of tutors and the length of time during which they may tutor. Tutoring is not limited to the achievers. The principal told of a sixth grade boy reading at the first grade level who tutored a first grade student in reading. In addition to providing benefits to the first grader, the tutor learned skills he had missed in his early education and bolstered his self-esteem.

Another example of creative use of intersession was found at Huntington Park Senior High School. A group of 12 students was observed in a lively discussion about which of their own literary pieces should be included in an anthology they were preparing. The instructor explained that only three weeks before at the beginning of the intersession, these students were unwilling to communicate in class, especially in critiquing each other's writing. Because they had been reticent in their regular classes, they had been invited to participate in the writing seminar. By the end of the intersession, they had learned to take and give literary criticism and had developed self-confidence in the process.

Approximately half of the schools reported on the percent of enrollment in attendance during intersessions. For single-track schools, 11 to 15 percent enrolled in intersession; for multitrack schools, less than five percent. The majority of the multitrack schools indicated that they could accommodate no more than 15 percent of their students during intersession because of space limitations. Obviously, a single-track school can accommodate 100 percent of its enrollment during intersession.

Not every school on a year-round schedule offers an intersession program. Some are unable to because of funding or space limitations. Others offer a regular summer school in place of intersessions. Some students at schools not offering an intersession program attend intersessions at the other schools in the district.

From the teacher's point of view, intersession offers an opportunity to supplement one's salary by teaching an intersession program or by substituting in the regular track program. From 10 to 20 percent of teachers take advantage of these opportunities. However, most districts with intersession programs have limits on the number of extra teaching days a teacher can work.

Maintenance and Physical Plant

Of all the challenges posed to the year-round program administrator, maintenance is among the greatest. This concern was addressed in a prior section of this report describing district-level decisions and policies. From the school perspective, maintenance is also a matter of high concern. Administrators of single-track year-round schools claimed that maintenance requirements had not increased with the year-round program but that the work had to be scheduled differently from that for a traditional school. On the other hand, multitrack year-round administrators judged that they had about a 25 percent increase in maintenance as a result of their program. They also agreed that this increase in needed maintenance was proportional to the increase in usage. Several respondents commented on the hard and constant use of their buildings. This finding was confirmed during visitations to several of the sites. One principal reported that her school was in use 51 weeks a year from 7:30 a.m. to 3:10 p.m. for the year-round program; 3:30 p.m. to 5:30 p.m. for a partnership program; and 6 p.m. to 9:30 p.m. for adult education. The maintenance problem in the year-round school is double-edged; building use is increased and time to perform maintenance in the building is decreased. Table V-5 shows the frequency of maintenance performed at year-round schools.

Table V-5

Percent of Respondents Reporting Frequency of Maintenance at Year-round Schools

Activity	Frequency of maintenance					
	Daily	Weekends	Inter-session	Holidays	Other - Specify	
Cleaning	86	9	13	11	16	Deep cleaning once a year
Minor repairs	66	2	5	4	30	As needed
Major repairs	34	6	18	14	42	As needed
Painting and renovation	27	3	20	10	44	On district schedule
Other	4	1	2	1	4	Miscellaneous

Note. Multiple responses were possible; therefore, the percents reported should be interpreted independently of each other.

Outside contracted maintenance services were purchased for roofing, electrical work, plumbing, air-conditioning, paving, and carpet-laying. Twelve percent of the schools reported use of contractors. A few schools were painted by outside contractors.

Air-conditioning is a major concern for year-round administrators. Forty percent reported that their classrooms were air-conditioned; 25 percent said they were not; the rest indicated that some classrooms were air-conditioned and some were not. About half had air-conditioning in the administrative area, lunch room, library, or other areas. Respondents who reported that their classrooms were not air-conditioned reflected their discomfort in their comments; for example, "The bungalows have swamp coolers, and they do not do the job in June, July, August, and September." "Standing fans are being utilized; however, it is unbearable."

Some schools reported severe shortage of space for storage of teachers' materials. Storage space is particularly crucial for the "roving" teacher, the one who must vacate his or her classroom and return to a different one after the vacation break. Some teachers were forced to store their materials at home during the break, while others managed to convince a colleague to store them in their classrooms.

In addition to storage space, there is a need for office space for traveling specialists, such as the speech therapist. Too often, the traveling specialist does not have a place to work other than the district office. However, this situation is characteristic of overcrowded schools in general and is not specifically related to the year-round program.

Building capacity was also examined in this study. Single-track year-round schools were operating at about 90 percent of capacity; the enrollment at multitrack schools averaged 134 percent of building capacity. Eighty-six percent of the single-track schools reported that they were operating at or below capacity compared to 11 percent of the multitrack schools. The average enrollment at single-track schools is 522 with a range of 167 to 1,087, and at multitrack schools it is 1,228, with a range of 310 to 4,512.

Effects on Staff and Student Behavior

Teacher attendance improves markedly in a year-round program as compared to a traditional program. Nearly two-thirds of both single- and multitrack administrators agreed. They believe there is much less teacher fatigue and burnout and that when people can see the "light at the end of the tunnel," they tend to keep going to the end of the term. This idea will be discussed from the teacher perspective in the next section of this chapter.

As to student attendance the administrators did not agree as strongly. About half the principals of multitrack schools saw an increase in student attendance compared to a traditional school program. About 30 percent of the single-track administrators agreed. The remaining group did not see much difference between the programs as far as student attendance was concerned.

The administrators surveyed were almost equally divided on whether student achievement had improved or remained the same. Several commented on improved test scores and greater retention over the shorter vacations. Some specifically mentioned improvement for the limited-English-speaking student because of more exposure to English. Those who saw no change noted the fact that the only difference between year-round and traditional programs is in the scheduling, not necessarily in the educational programs. Although many year-round educators believe that student achievement is improved in year-round schools, the statistical evidence does not confirm this belief. (See the discussion of this point in Chapter III.)

Attendance at student activities did not seem to change with the year-round program. This finding may be a function of the predominance of elementary schools in the study population. Usually, their student activities take place during the school day and do not require a return to the school at a later time, as do secondary level activities.

Some student activities in secondary schools, such as athletics, usually require attendance even when the student is on vacation. However, this practice is not unique to year-round schools; traditional calendar schools often have similar requirements. In other types of student activities, students are often invited to return to school to participate. Principals reported that these arrangements usually worked out to everyone's satisfaction.

School principals were asked to judge the level of satisfaction of different groups of people with the year-round program. Their responses are shown in Table V-6. In the three following sections of this chapter, the teachers, students, and parents speak for themselves about their satisfaction with the program.

Table V-6

Principals' Perceptions of Satisfaction with Year-round Education of Various Groups

Group	Level of satisfaction (in percent)		
	High	Medium	Low
Students	78	22	--
Teachers	87	13	--
Administrators	73	20	7
Pupil services personnel	49	44	7
Parents	62	36	2
Business community	54	44	2
Classified employees	69	30	1
Citizens without students in school	45	51	4

Relationships with Community Agencies

About one-third of the schools have a high level of interaction with community agencies, primarily with park and recreation districts. These agencies provide activities on a year-round basis to serve the students who are on vacation. Several respondents complained that no recreational services were available for students during their vacation periods, except for some summer activity.

Schools differed in the amount of contact they had with law enforcement agencies. Some said there were problems with identification of truant students (whether they should be in school or not); others claimed to have a good working relationship with the local police; and still others said they had relatively little contact. There was strong agreement, particularly among the multitrack principals, on the reduction in crime and vandalism. This result was attributed to the fact that the building was always occupied, even, in many instances, on weekends. In general, principals in single-track schools felt that the year-round program did not make any difference regarding the crime rate. Unlike the multitrack school building, the single-track school building is probably vacated during the vacation periods, leaving it susceptible to vandalism.

Schools were nearly equally divided in the level of involvement with child care agencies. Their experiences ran the gamut from "None available in our community" to "We have on-campus child care and latch-key programs."

In response to a question about availability of student job opportunities in the community, secondary school principals generally agreed that the year-round schedule had a beneficial effect. They reasoned that only one-third of the students are competing for jobs, although one person pointed out that most of the job opportunities are in summer. Students commonly share jobs on a rotating schedule, enabling the employer to have student help all day long, all year round rather than only after school and summers. This arrangement also provides work experience for more students.

School Perspective of a Successful Year-Round Program

The elements of a successful year-round program at the school level are those associated with any good educational program: community, parent, and district support; competent and dedicated teachers; a well-planned and challenging curriculum; a well-organized and energetic administration; and necessary staff, facilities, and financial resources. In addition, principals strongly agreed that flexibility and creativity were essential attributes for a year-round staff. The program requires adjustments not necessarily associated with the traditional program.

There is a need for better communication between the year-round school and the district office. It is not unusual for school staffs to feel overlooked by school district support personnel. Even though a district may have a program director responsible for year-round programs, other service units appear to be unaware of year-round schedules. For example, scheduling of extracurricular activities, staff development, purchasing, and budgeting often do not coincide with the year-round calendar. This problem is particularly obvious in districts with proportionally few year-round programs.

Multitrack schools cited the previously discussed problems with maintenance, storage space, and the roving teacher as further obstacles to a good program. These are the conditions that require the flexibility and creativity of the staff.

With only two exceptions, principals of year-round schools were unanimous in their belief that their programs were working very well. They cited high teacher and student morale, stable or improved test scores, and community pride as evidence of how well their programs were working. Some comments offered were:

> "Overall, it works extremely well. The staff is very supportive of the concept. It is viewed as considerably better than double sessions."
>
> "The program works well because we offer the teachers and parents a choice of programs. Most people like the short vacation periods throughout the year. The level of interest in school remains at a more constant level. The children do not get tired of school because the longest instructional period is usually ten weeks."
>
> "Year-round is working well at our school. Test scores improved. Community is supportive. We offer a full range of programs for our students. Because of year-round program, over 1,000 students attend this school instead of being bused to other schools, which would require almost two hours on the bus per day per student."

Teachers' Views of Year-Round Education

The impressions described in this section were obtained from interviews with teachers in year-round education programs during site visits and from responses to a survey questionnaire mailed to a random sample of year-round schools.

Curriculum

Teachers in year-round programs generally believe that the quality of instruction is better than in traditional programs. They find it easier to plan curriculum for the shorter blocks of time and feel that the year-round calendar provides ample time segments for instructions. Textbooks and other curriculum materials usually fit well into the year-round calendar. However, more than a few teachers complained that textbooks and other materials are not available when school starts in July. In many instances, materials and textbooks do not arrive until late August.

Teachers attribute the better quality of instruction almost unanimously to continuity of instruction. The shorter vacations reduce retention loss; consequently, less review time is necessary at the beginning of each instructional block. They claim that this is especially true for the limited-English-speaking and high-risk students. In schools offering intersession programs, teachers credit the intersession with enhancing and supplementing the regular curriculum.

Combination classes, which are necessary in some year-round programs, are seen as a dilution to the quality of instruction by a few teachers. One teacher described the placement of five students from one grade level into a classroom with 25 students from the next grade because this was the only space available.

Sometimes teachers found the year-round calendar to be so restrictive that it did not allow enough time for preparation. Some teachers testified that they had no break between school years, "Last year half of the teachers ended one school year on Friday and began the new one on Monday--new grade level, new classroom, new track!"

Year-round Calendar

The calendar seems suitable to most teachers in the year-round programs. Almost 74 percent of the teachers said they liked teaching in the year-round program better than in the traditional program. To quote one, "I love this and never want to go back to the old system. To me it is the only civilized calendar there is." About 3 percent of the teachers could not support this view and cited being unable to take lengthy trips or attend summer school or rest sufficiently between sessions. However, a strong majority of teachers expressed high satisfaction with both the duration and frequency of vacations. Many felt that the year-round calendar provided relief from stress and that year-round teachers were not as subject to burn-out as their counterparts in traditional programs. They also saw the calendar as providing opportunities for additional teaching and seasonal vacations. The few who were negative toward the calendar found the frequent stopping and starting of instructional sessions to be disruptive. But one teacher said, "It's especially good for migrant children. School's always open."

Most year-round teachers agree that the calendar eliminates the usual boredom of the long traditional summer vacation for the students. After about three weeks the students are ready to come back to school.

A few teachers commented on the effect the calendar has on young kindergarten students. Rather than starting school in September, the child in the year-round program usually begins schooling in July. In some instances the child is only four and one-half years old. Teachers say that the extra few months can make a big difference in the maturity of the child and see this early start as detrimental to some young children.

Some teachers claimed that the year-round program has been abused by some parents as an alternative to child care. A number of parents enroll their children in the year-round program when it begins (usually in July) and transfer them to the traditional calendar in September. In some year-round schools, teachers experience a large exodus of students in September. They find this particularly disruptive to their programs. Districts should become alert to this potential misuse of the year-round program and adopt a policy to prevent its occurrence.

In one or two districts the year-round calendar is rather loosely interpreted by administrators. When teachers are on vacation, they are pressured by their administration to attend certain special functions, such as classes for staff development. Although this practice facilitates the work of the administrator, it can be demoralizing to the staff. When districts schedule such functions at alternative times, they can avoid imposing on teachers.

Moving and Storage of Materials

Teachers in single-track year-round schools do not complain about moving or storing materials, but teachers in multitrack schools are nearly unanimous in their concern. Because the multitrack program is designed to use space that has been vacated by an off-track group of students and teachers, the instructional materials of this group must be stored until they return. Often, storage space and time are inadequate, and assistance is not provided for packing and unpacking. Teachers complain about lost materials. If the group does not return to the same classroom, the inconvenience is further exacerbated. Although these matters seem to be incidental to the instructional program, they can seriously affect it.

Roving teachers and classes report feelings of alienation from the rest of the school. Each term they must become reacclimated to a new environment. Teachers do not have access to the classroom in advance to prepare it for the new term, and they sense a lack of stability in their classes. Often, they start the new term living out of boxes as does one who has moved his domicile. Districts should develop a rotational pattern resulting in a minimum of roving.

Teacher and Student Attendance and Attitude

About 40 percent of the teachers contacted were neutral about whether teacher or student attendance was better in the year-round program than in the traditional program. Of the remaining teachers, 50 percent thought teacher attendance was better in the year-round program, and 40 percent believed student attendance was better in the year-round program.

Teacher attitude was judged better in the year-round program by more than two-thirds of the respondents. Much enthusiasm and spirit were observed among the year-round teachers during site visits. In some districts assignment to the year-round program is prized, and waiting lists exist for these positions.

Several teachers commented on the improved student behavior in the year-round program and attributed it to the shorter terms intermixed with vacations. Teachers also expressed a sense of faster pace of instruction, which may command the student's attention.

Students' Views of Year-Round Education

The students' views described in this section were obtained by surveying a sample of students at six of the schools visited. Four were elementary schools; one, a middle school; and one, a high school. All but one were multitrack schools. One hundred survey forms were given to each principal, who was requested to distribute them to the students at the highest grade level at the school. Five hundred and forty-five responses were returned and analyzed for this study.

Whether student responses related to school in general or the year-round program specifically is somewhat questionable. Typical responses to questions regarding likes and dislikes about the year-round program included:

"I like mathematics, sciences, and the games at school."

"I don't like social studies or when they make you spell."

Some students, when asked to compare their current experience with a traditional school, indicated that they had never attended a traditional school. About one-half of the students failed to record how many years they had attended a traditional school. The average years of attendance in a year-round program was three years.

In general, student responses were definitely more positive than negative about their experiences in year-round education programs. Given a choice between a year-round and a traditional program, more would choose year-round than not.

Vacation seems to be the most prominent interest of the students. More than one-half of the group said they liked the vacation schedule and expressed themselves in these ways:

> "I like the year-round program because at a traditional school you get a chance to forget everything you learned over the vacation, but at a year-round school you do not get a chance to forget everything."
>
> "Something I like about year-round is your vacation is mixed up."
>
> "I like it because I do not have the same vacation time as my older sister. We get spread-out vacations. I also like it because we get vacations during different seasons."

To one student, year-round education is the best of both worlds. "When I start getting sick of school, we go on vacation. When I get sick of vacation, we go to school."

Students who expressed a dislike for the year-round program frequently identified the lack of a long summer vacation as the reason. Being out of synchronization with friends' and relatives' vacation time and being unable to take family trips were commonly cited. For some students the vacation schedule may have serious consequences. For example, one student wrote, "I dislike it because my brother, who is in the tenth grade, goes every summer to see my father in Florida; and because of this I have not seen my father or my sister, who is five, in five years." At least a few students gave similar reasons for disliking the year-round vacation schedule.

Students were nearly evenly divided on whether their classrooms were comfortable during hot weather. Many made comments on the discomfort during the hot summer, particularly at the secondary level. (Two of the elementary schools and the middle school were fully air-conditioned.) Several students reported that "B" track had no summer vacation and only a few air-conditioned classrooms.

About 40 percent of the students believe they learn more in the year-round program than on a traditional schedule, although about one-third of them were not sure. Many students said they liked the year-round program for this reason. One student declared, "I like this because I learn more every year, and I remember most things when we come back to school."

Students in roving classes did not enjoy moving from classroom to classroom. A few students reported moving to another classroom every three weeks.

Some secondary school students said that the year-round schedule gave them good opportunities to find jobs. Other secondary students lamented the unavailability of advanced classes, such as French 3, on all tracks.

Although it is difficult to know whether students were responding specifically to the year-round program or to school in general, their remarks reinforce the observations made by other groups of persons involved in year-round programs. Nothing was found in the student survey that would dispute any other findings of the study.

Parents' Views of Year-Round Education

Parents' opinions about year-round education were solicited through the assistance of their offspring at the schools visited. The students who responded to the student survey were asked to take home a parent questionnaire to which was attached a stamped return envelope. One hundred and eighty parents responded, one-third of whom had children in middle school or high school.

Fifty-five percent of the parents reported that all their children had the same vacation schedule. Slightly more than one-third rated the ease of planning family vacations with a year-round schedule worse than with the traditional calendar. About 80 percent expressed satisfaction with their children's track assignment.

Parents were asked to compare the year-round program with the traditional program in several areas, such as quality of instruction, student attendance, appearance of the school and grounds, classroom conditions during hot weather, child care arrangements, and communications with parents. Between one-third and one-half of the parents felt that there was not much difference between the year-round program and the traditional program in these areas. Except for classroom conditions during hot weather, the remaining respondents leaned heavily toward the year-round program as being more favorable than the traditional program. The majority of the remaining respondents rated the classroom conditions in hot weather for the year-round programs worse than for the traditional program. Parents of secondary level students indicated that the chances for a student's finding employment during vacation period were worse under the year-round calendar than under the traditional calendar.

The overall satisfaction with the year-round program compared to the traditional is shown in Figure V-1.

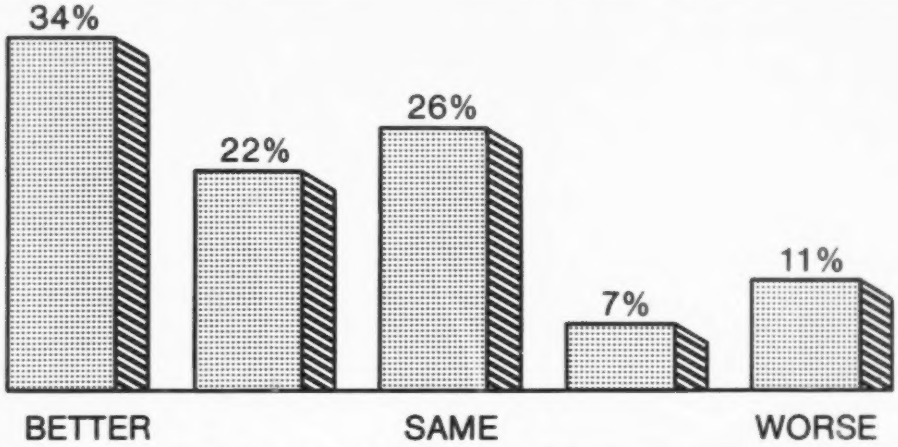

Fig. V-1. Overall Parent Satisfaction with the Year-round Program Compared with the Traditional Program

Parents echo the belief that their children learn more, get less bored during vacation, and are less fatigued in the year-round program. They applaud the continuity of instruction, and some believe that school discipline carries over through the vacation. One parent noted, "Children do not experience academic loss as they do over a three-month period." Another said, "My children have experienced both traditional and year-round. The year-round schedule keeps my children from burnout and boredom. Our family is able to vacation in any season." Common complaints from parents include the difficulty of scheduling family vacations, particularly when children are on different schedules, and discomfort in the classrooms during hot weather.

VI. Conclusions and Recommendations

Throughout this study several themes have emerged as having particular relevance to year-round education programs. The themes represent conditions or features peculiar to year-round programs in California. They include attitudes toward year-round education and community support; the year-round calendar and track assignments; educational programs in year-round schools; academic achievement; staff development; staff and student characteristics; administrative responsibilities; physical plant requirements; and cost factors related to year-round programs. This chapter contains conclusions regarding those themes and recommendations for school districts considering implementation of year-round education programs, for districts already implementing such programs, and for state-level administration of year-round programs.

Conclusions

o Attitudes Toward Year-round Education and Community Support

Most persons participating in year-round programs are enthusiastic about them. Many enthusiasts agree that they were initially skeptical about participating in a year-round program but that once they experienced it, they became convinced of its merits. Teachers judge that their attitudes are better with the year-round calendar. Parents and students like the frequent vacations. However, a small minority of participants expressed negative attitudes toward year-round programs. They complained about combination classes, problems with having to move in and out of the classroom, and summer vacation that was too brief.

Community support was found to be vital to the year-round program because the entire community is affected by the calendar. In addition, services for students must be provided year-round rather than only in the summer months. Such services include child care, recreation, and law enforcement.

o The Year-round Calendar and Track Assignments

The existence of a variety of year-round calendars is evidence that no single plan satisfies all local conditions throughout the state. Each plan has advantages and disadvantages that must be weighed against local needs and circumstances. The process of calendar selection should also address the parents' option to enroll their student in a traditional program. Calendar choice is an important decision that should be made with as much community involvement as possible. Equally important is the procedure for assigning students to tracks in a multitrack year-round program. Track assignment can be beneficial or detrimental to the student's educational progress. Although districts are obligated to attempt to place siblings on the same track, the assignment should be based primarily on the best interests of the student.

o Educational Programs in Year-round Schools

The year-round calendar has little effect on the curriculum taught or the instructional methods used by teachers. Very few modifications were necessary to fit the curriculum to the year-round calendar. In fact, some teachers believe that it is easier to plan the curriculum in the three or four segments of the year-round calendar.

An important advantage of the year-round education program is the increased flexibility schools have to meet the needs of students. Year-round schools have taken advantage of this flexibility in assigning new students to the track which has the greatest number of remaining school days. Year-round schools have also been able to accommodate students needing additional instruction through interventions, such as assigning students to a class during their vacation period, especially targeted groups of students such as Chapter 1 students, students below the first and second quartiles, and special education and bilingual students.

In some instances the educational program in year-round schools has suffered from combined classes because there were insufficient numbers of students at given grade levels to support separate classes on each track. This problem is further compounded at the secondary level in its more specialized departmentalized classes. Districts have devised creative solutions to this problem by the use of cross-tracking, special intersession courses, or smaller than usual classes (a costly alternative).

o Academic Achievement in Year-round Schools

The year-round education program has little effect on academic achievement. An analysis of CAP scores showed that, as a group, year-round schools scored below their predicted level in grades three and six in both mathematics and reading. However, when single-track schools were compared with multitrack schools, the former scored at or slightly above prediction, while the latter scored below expectation. Although background characteristics were controlled for this analysis, the two groups were different. Multi-track schools served communities with lower socioeconomic status and a higher percentage of limited-English-speaking students.

When the multitrack schools were divided into large urban and other district groups, the latter group scored at or slightly below prediction and the former scored well below the prediction.

The strong performance of the single-track year-round schools indicates that the year-round calendar is an educational option that can be associated with achievement at or above predicted levels. In addition, the strong performance of nonurban multitrack year-round schools lends support to the year-round calendar. However, many of the year-round schools in California are not achieving at predicted levels. This shortcoming is most likely due to factors that are unrelated to the year-round calendar but may be related to special problems of communities experiencing rapid growth.

Administrators of year-round programs in California were almost equally divided on whether student achievement had improved or had remained the same. Those noting improvement cited gains on standardized achievement tests, greater retention over the shorter vacation periods, and greater improvement for LEP students because of more continuous exposure to English. Administrators who did not see any improvement in student achievement indicated that the only difference between year-round schools and traditional schools is in the scheduling, not in the educational program.

o **Staff Development**

Staff development in year-round education programs requires creative planning. The traditional delivery systems of staff development usually do not accommodate the schedules of year-round educators. However, the flexible nature of year-round education introduces a challenge that can revolutionize staff development. Some districts are employing some unusual techniques, such as paying stipends to vacationing teachers to return to school for staff development activities, pairing teachers so that one teacher was free to attend university classes during the summer, and providing year-round teachers with more released time for staff development. In addition, some districts have made arrangements with local universities to offer courses during intersessions or after school for year-round school teachers.

o **Staff and Student Characteristics**

Year-round programs have been implemented primarily in rapidly growing urban communities. Compared with schools with traditional programs, year-round schools were characterized by a lower socioeconomic index, higher proportion of families on AFDC, and more than double the proportion of LES/NES students. Staff members were younger, had less experience, and had fewer advanced degrees. Among staff members there was a higher proportion of females and minority members. These characteristics reflect the conditions in areas where school overcrowding has resulted in year-round education programs. These characteristics should be carefully considered when evaluating such programs and when making decisions to convert traditional programs to year-round programs.

o Administrative Responsibilities

The duties of administrators of multitrack year-round programs have expanded as a result of the program. The administrative tasks which must be performed for a traditional school program (or single-track year-round program) must be performed for each track of the multitrack program. In addition to the repetition, the multitrack program requires a high level of coordination. With groups of people sharing the same space in rotation, just handling the logistics can be a grueling task. Added to this task are the regular tasks related to staff development, curriculum planning, grade reporting, attendance, discipline, scheduling, and others. Each activity must be repeated at least once so that all students and teachers have equal opportunities.

Communication with teachers, students, and parents is another task that expands in the multitrack year-round program. It is necessary to keep track of who is in session and who is not so that notices can be sent to the proper place. Because these rosters change continuously, the task can become very burdensome.

One complaint common among administrators of multitrack year-round schools is the difficulty in scheduling their own vacations. Because of the continuous responsibilities, there is no suitable time when they can be absent from the school. This problem becomes particularly acute in schools lacking an assistant principal.

o Physical Plant Requirements

Multitrack year-round education programs pose special problems for plant maintenance. Physical deterioration occurs faster than usual because of overuse. The building suffers more wear and tear, and the school schedule leaves little time for performance of maintenance work.

The maintenance of year-round school buildings requires more resources than maintenance of traditional school buildings. The cleaning and rejuvenation schedules need to be accelerated for the year-round programs. Regular maintenance programs, appropriate for the traditional school, do not serve well the needs of the year-round program. Extra staff, night crews, contracted services, or other creative solutions must be found to maintain the year-round schools on a par with other schools in the district.

Storage of teacher and student supplies for the track on vacation poses a problem in most multitrack schools. One solution appears to be storage carts than can be wheeled from room to room; but these carts must be stored when the group is on vacation.

In most regions of the state where year-round education programs are in operation or under consideration, air-conditioning is necessary. Some respondents described temperatures of over 100 degrees in their classroom at times. Such conditions inhibit learning and should be eliminated. The Legislature has recognized the importance of a comfortable climate for learning and has authorized the distribution of funds to school districts to insulate and/or air-condition buildings used for year-round education programs.

o Cost Factors Related to Year-round Programs

One of the major cost savings associated with year-round education programs implemented because of overcrowding is the avoided cost of new construction. Until now this savings was at the state level because the state funded all new school construction; however, recent legislation authorizes school districts to levy fees on new development to pay a portion of new school construction. Therefore, some of the avoided cost of construction resulting from year-round programs can be credited to the district.

When a district implements a year-round education program, certain one-time transition costs occur. A major transition cost, particularly in the southern area of the state where the greatest overcrowding conditions exist, is the cost of air-conditioning. Although some state funds have been allocated for air-conditioning and insulating year-round schools, guidelines for apportionment of the funds have not yet been completed. Minor transition costs include purchasing of storage units and staff time for planning and implementing the transition.

Operating costs, such as salaries, utilities, and supplies, increase with the year-round program. However, when these costs are viewed on a per-student basis, operating costs are comparable to those of traditional educational programs.

State incentive programs for year-round education have served only a small number of districts. The incentive programs are based on stringent eligibility requirements, suffer from two-year to three-year delays, and are not clearly understood by school personnel.

Recommendations

To Districts Considering Implementation of a Year-round Program

1. Involve the community in the planning of the year-round program from the beginning. The cooperation and support of the community are important to the success of the program.

2. Allow adequate time for planning. Experienced administrators recommend a planning period of approximately 18 months.

3. Examine several calendar options to determine the one best suited to community needs. When selecting a calendar to accommodate elementary level demand, consider future secondary level needs, including an appropriate calendar. It is desirable for the

district to coordinate its calendars if it uses more than one calendar.

4. Provide a clear and convenient option for parents who wish to have their students on a traditional calendar.

5. For a multitrack year-round program, develop a track assignment procedure that will serve the best interests of the student.

6. Investigate state incentive programs and special funding for air-conditioning and insulation of year-round schools.

7. For a multitrack year-round program, plan for extra maintenance and for storage space for instruction materials.

To Districts Operating Year-Round Programs

1. Continue to foster community support for the year-round program. When community support wanes, the year-round program tends to deteriorate.

2. Use the flexibility provided by the year-round program to enhance the curriculum. Creative intersession programs can have sound educational value. Many schools have established exemplary practices which could be adopted by other schools.

3. Develop creative means of delivering staff development services to teachers and administrators in year-round schools.

4. When planning districtwide events or time lines, take into account the special schedule for the year-round program.

5. Consider the maintenance needs of a multitrack year-round school and schedule work accordingly. A regular cleaning and painting schedule for the district usually does not satisfy the needs of the year-round program.

6. Schedule standardized testing programs, including the California Assessment Program, so that each track has approximately the same number of weeks of instruction preceding testing as the traditional calendar schools have.

7. For a multitrack year-round program, provide administrative assistance for the school principal.

To State Agencies

Department of Education

1. Develop staff development incentives appropriate to a year-round education program.

2. Develop ways of using the flexibility of year-round programs to enhance school reform.

State Board of Allocation: Provide clear information regarding incentive programs for year-round education.

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APPENDICES

California State Department of Education
Policy Analysis for California Education
(PACE)

Please complete and return to:
State Department of Education
Program Evaluation and
Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

BY APRIL 10, 1986

YEAR-ROUND EDUCATION STUDY
DISTRICT SURVEY
SPRING 1986

Rationale: Enrollment in California's elementary schools is projected to increase markedly over the next few years. Certain school districts will be faced with an urgent need for more classrooms. One proposed solution to this need is the operation of a year-round education program. This study will provide useful information for districts considering this alternative, as well as for the Legislature and other governing bodies.

Further, many districts have adopted year-round educational programs for curriculum restructuring, increasing achievement levels, and for providing life-style choices. Decision-making groups from districts, government, and other key organizations need data regarding these purposes, as well as for space and fiscal consideration.

District name:

Instructions: The information on the page(s) attached to this survey is on file at the State Department of Education regarding year-round education in your district. Please review the list and make the necessary corrections or additions so that the file can be updated.

Please indicate the number of schools in your district that operate the following calendars:

☐ Single track year-round

☐ Multiple track year-round

☐ Traditional calendar

☐ Combination of year-round and traditional

☐ Other (please explain) ______________________

____

____

Please respond to the following questions, and return the completed survey, including the list of schools, by April 10.

1. Please rate the five most important reasons underlying the district's decision to operate a year-round education program. (Rate 1 = most important)

   ☐ Accommodate expanding enrollment.

   ☐ Delay construction costs.

   ☐ Improve student achievement.

   ☐ Make more efficient use of the physical plant.

   ☐ Increase opportunity for remediation acceleration, enrichment, and other specialized activities.

   ☐ Eliminate or avoid double sessions.

   ☐ Respond to community or staff pressure.

   ☐ Accommodate closing a school.

   ☐ Provide multiple short vacations.

   ☐ Expand curriculum opportunities.

   ☐ Move toward continuous learning concept.

   ☐ Reduce retention span for low achievers.

   ☐ Other (please specify) ____________________

   ____

2. What would be your recommendation on the use of year-round education programs if faced today with the same situation that prevailed at the time it was first implemented? Please check.

   ☐ Proceed with year-round education program.

   ☐ Use double shifts.

   ☐ Use staggered schedule (daily).

   ☐ Build new schools.

   ☐ Bus students.

   ☐ Other (please explain) ____________________

   ____

3a. If, at any time in the past, the district has made the decision to discontinue a multi-track year-round education program, please check the reason for the decision.

☐ No longer overcrowded

☐ Parent opposition

☐ Political climate change

☐ Other (please explain)

b. If your district did discontinue the multi-track program, did it (or does it plan to) continue on a single-track year-round education program?

☐ Yes

☐ No

4a. Please indicate by a check mark whether participation in the year-round education program is optional or mandatory for all schools involved or whether the policy is school-based for each group.

	Optional	Mandatory	School-based policy
(1) Students	☐	☐	☐
(2) Teachers	☐	☐	☐
(3) Administrators	☐	☐	☐
(4) Pupil support staff	☐	☐	☐
(5) Other staff	☐	☐	☐

b. Do all families in the district have access to the year-round education program?

☐ Yes

☐ No

If no, please explain why not.

5a. If the year-round program was started within the past three years, indicate the change in number of personnel employed for the year-round education program since that time.

	Number of personnel		
	More	Same	Less
(1) Administrators	☐	☐	☐
(2) Pupil support personnel	☐	☐	☐
(3) Track coordinator	☐	☐	☐
(4) Teachers	☐	☐	☐
(5) Aides	☐	☐	☐
(6) Custodians	☐	☐	☐
(7) Bus drivers	☐	☐	☐
(8) Other	☐	☐	☐

Please specify. ______________________________

b. Please estimate the change in number of personnel that would have been required if you had built a new school.

	Number of personnel		
	More	Same	Less
(1) Administrators	☐	☐	☐
(2) Pupil support personnel	☐	☐	☐
(3) Track coordinator	☐	☐	☐
(4) Teachers	☐	☐	☐
(5) Aides	☐	☐	☐
(6) Custodians	☐	☐	☐
(7) Bus drivers	☐	☐	☐
(8) Other	☐	☐	☐

Please specify. ______________________________

6. Please indicate the length of teacher contracts for:

Number of days

a. Regular contracts __________

b. Special contracts for year-round __________

7. What is the highest salary earned by teachers in:

a. The year-round program? $__________

b. The traditional program? $__________

8. What modifications were necessary for implementation of the year-round education programs in the following areas?

a. Physical plant and facilities (example: adjusted maintenance schedules)

b. Curriculum (example: shortened units of study)

c. Grading periods (example: switch to quarter system from semester)

d. Transportation (example: bus rescheduling)

e. Student support services (example: additional speech therapist)

f. Co-curricular activities (example: required participation of students on vacation--athletics)

g. Staff development (example: providing for release time for teacher education)

h. Special education (example: having resource specialists available year-round)

i. CAP testing (example: number of instructional days prior to CAP testing compared to traditional schools)

j. Other (please explain)

9. Check those items on the following list for which you have experienced cost differences for the year-round education programs compared to the traditional school programs operating in your district. Please do not confine yourself to this list. Please indicate any excess costs or savings associated with the program.

	Increase for year	Decrease for year
a. Special education (self-contained)	☐	☐
b. Compensatory education/categorical program services	☐	☐
c. Feasibility study	☐	☐
d. Air conditioning equipment	☐	☐
e. Curriculum revision	☐	☐
f. Portable storage	☐	☐
g. Office equipment	☐	☐
h. Release time for teacher in-service	☐	☐
i. School lunch program	☐	☐
j. Bus transportation	☐	☐
k. Teacher salaries	☐	☐
l. Administrative salaries	☐	☐
m. Support personnel salaries	☐	☐
n. Administrator substitutes	☐	☐
o. Insurance	☐	☐
p. Benefits and retirement	☐	☐
q. Utilities	☐	☐
r. Supplies	☐	☐
s. Other	☐	☐

Please specify. ____

10. If the district has an open enrollment policy, please describe the effect of that policy on the year-round education program.

11. Does the year-round education calendar overlap fiscal years?

☐ Yes

☐ No

What types of problems result from this situation?

12. Please report the percentage of intersession funding from the following sources:

	Percent
a. Summer school funds	
b. Categorical program funds	
c. Community agency funds	
d. Corporate funds	
e. Other (please specify)	

13. What percent of year-round teachers elect to teach during:

	Percent
a. One intersession per year?	
b. Two intersessions per year?	
c. Three intersessions per year?	
d. More than three intersessions per year?	

14. What percent of intersession teachers are full-time teachers who teach only intersessions? ____________

15. Please check the gender and age characteristics of the majority of teachers who elect to teach intersessions.

Gender

☐ Males with families

☐ Females with families

☐ Single males

☐ Single females

Age

☐ Over 50 years

☐ Between 35 and 50 years

☐ Under 35 years

16. What is the basis for textbook purchases? Please check.

☐ Total number of students enrolled

☐ Total number of student desks

☐ Other (please specify) ____

17. Please indicate the timing of services provided by State Department of Education.

	Early	On time	Late
a. Apportionments	☐	☐	☐
b. Textbooks	☐	☐	☐
c. Special funds	☐	☐	☐

18. If a cost analysis has been conducted within the past three years, please describe your conclusions.

19. What other factors, related to costs, should be considered when attempting to judge the effectiveness of year-round programs?

20a. If your district is eligible for funding under the State School Building Lease-Purchase Law of 1976 (Leroy Greene Act), check the type of funding for which you are eligible.

☐ New construction

☐ Reconstruction/rehabilitation

☐ Both

b. Would the district be eligible if year-round education programs were not employed in your district?

☐ Yes

☐ No

21. Are you intending to apply this year for incentive payments:

a. Under Education Code Section 17717.7 (Chapter 689)--alternatives to new building construction?

☐ Yes

☐ No

b. Under Education Code Section 42250 (Chapter 498)--additional $25/student allowance for overcrowding?

☐ Yes

☐ No

22a. Has the use of the year-round approach eliminated or reduced a need for further school construction in your district?

☐ Yes

☐ No

b. If not, has the reduction in the allowance for building area (per Leroy Greene Act) created a problem for your district?

☐ Yes

☐ No

If yes, in what way? ____________________

____

____

____

23. In your opinion, what are the necessary ingredients for a successful year-round school program?

24. What have been the major obstacles to a year-round education program?

If an evaluation of the year-round education program has been conducted within the past three years, please attach a copy of the report. If a separate cost and/or achievement analysis has been performed, please attach a copy of the report.

Thank you for completing this survey.

Please return the completed survey by April 10, 1986 to:

State Department of Education
Program Evaluation and Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

APPENDIX B

California State Department of Education
Policy Analysis for California Education
(PACE)

YEAR-ROUND EDUCATION STUDY
SCHOOL SURVEY
SPRING 1986

Please complete and return to:
State Department of Education
Program Evaluation and
Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

BY APRIL 10, 1986

Rationale: Enrollment in California's elementary schools is projected to increase markedly over the next few years. Certain school districts will be faced with an urgent need for more classrooms. One proposed solution to this need is the operation of a year-round education program. This study will provide useful information for districts considering this alternative, as well as for the Legislature and other governing bodies.

Further, many districts have adopted year-round educational programs for curriculum restructuring, increasing achievement levels, and for providing life-style choices. Decision-making groups from districts, government, and other key organizations need data regarding these purposes, as well as for space and fiscal consideration.

School name:

Instructions: Please check the configuration(s) of calendars offered at your site:

☐ Single track year-round

☐ Multiple track year-round

☐ Traditional calendar

☐ Combination of year-round and traditional

☐ Other (please explain) ____________________

____

____

Indicate the number of tracks in your year-round education program. __________

Please respond to the following questions, and return the completed survey by April 10.

1. Please rate the five most important reasons underlying the district's decision to operate a year-round education program. (Rate 1 = most important)

   ☐ Accommodate expanding enrollment.

   ☐ Delay construction costs.

   ☐ Improve student achievement.

   ☐ Make more efficient use of the physical plant.

   ☐ Increase opportunity for remediation acceleration, enrichment, and other specialized activities.

   ☐ Eliminate or avoid double sessions.

   ☐ Respond to community or staff pressure.

   ☐ Accommodate closing a school.

   ☐ Provide multiple short vacations.

   ☐ Expand curriculum opportunities.

   ☐ Move toward continuous learning concept.

   ☐ Reduce retention span for low achievers.

   ☐ Other (please specify) ______________________________

   ____

2. Check the basis for assigning student to tracks.

   ☐ Self-selection (by students or parents)

   ☐ Geographic assignment

   ☐ Ability grouping

   ☐ Grade-level assignment

   ☐ Subject offerings

   ☐ Other (please explain) ______________________________

   ____

   ____

3a. What percent of parents of children in year-round programs request different tracks for their children? ______%

b. Please describe the procedure used to schedule students coming from a feeder school with a different calendar.

4. What percent of the students on vacation:

a. Can be accommodated during an intersession in campus facilities? ______%

b. Can be accommodated in off-campus (community) facilities? ______%

c. Actually attend during an intersession? ______%

5. Check the types of programs that are offered during intersession.

☐ Remedial

☐ Acceleration

☐ Enrichment

☐ Other (please describe) ______________________________

____

____

6a. Elementary school only: How many combined classes (e.g., grades two to three combined) were necessary as a result of the year-round education program? ______

What percentage is this of all classes? ______%

b. Secondary school only:

(1) How many smaller-than-usual classes are held because of the year-round education program? ______

What percentage is this of all classes? ______%

(2) How many graduation ceremonies are held each year? ______

7. Check the areas in which the year-round education program has resulted in a change in administrative duties as compared to the traditional program. Please describe the changes briefly. Use the back of this page if you need more space.

If you have not had experience on which to base the comparison, check here ☐ and skip this question.

	Increase	No difference	Decrease	Description of change
a. Scheduling	☐	☐	☐	____________________
b. Attendance	☐	☐	☐	____________________
c. Special programs (e.g., speech therapy)	☐	☐	☐	____________________
d. School activities	☐	☐	☐	____________________
e. Communications to:				
(1) Faculty	☐	☐	☐	____________________
(2) Students	☐	☐	☐	____________________
(3) Parents	☐	☐	☐	____________________
f. Bus schedules	☐	☐	☐	____________________
g. Other	☐	☐	☐	____________________

Please explain. ____

8. Please check frequency of correspondence with parents of year-round education children regarding:

	Frequency				
Type	Daily	Weekly	Monthly	Quarterly	Annually
a. Calendar	☐	☐	☐	☐	☐
b. Student activities	☐	☐	☐	☐	☐
c. Testing programs	☐	☐	☐	☐	☐
d. PTA activities	☐	☐	☐	☐	☐
e. Newsletter	☐	☐	☐	☐	☐
f. Other	☐	☐	☐	☐	☐

Please describe. ____

9. What percent of year-round education teachers supplement their salary by:

	Percent
a. Teaching during intersession?	______
b. Substituting when their track is out?	______

10. Approximately how many cubic feet of the following types of portable storage are available for use per teacher in the year-round education program? If this space is not adequate, indicate what additional space is needed.

	Cubic feet	
	Available	Needed
a. Small relocatable buildings	______	______
b. Mobile classroom carts/cabinets	______	______
c. Other	______	______

Please describe. ______________________________

11. Is the school building air-conditioned?

	Yes	No
a. Classrooms	☐	☐
b. Administrative area	☐	☐
c. Lunch room	☐	☐
d. Auditorium	☐	☐
e. Library	☐	☐
f. Other	☐	☐

Please describe. ______________________________

12. How many students was the school building designed to accommodate? ______

13. Has the year-round education program resulted in an increase or decrease in necessary maintenance? Please check and indicate percent of change.

	Percent of change
☐ Increase	_____%
☐ Decrease	_____%
☐ No change, but adjusted schedule	_____%

Please indicate the reason for your answer. ________________________________

____

____

If you checked "increase," is the increase proportional to the increase in usage?

☐ Yes

☐ No

14. Check the time when the following maintenance is performed.

	Daily	Weekends	Inter-sessions	Holidays	Other--specify	
a. Cleaning	☐	☐	☐	☐	☐	__________
b. Minor repairs	☐	☐	☐	☐	☐	__________
c. Major repairs	☐	☐	☐	☐	☐	__________
d. Painting and renovation	☐	☐	☐	☐	☐	__________
e. Other	☐	☐	☐	☐	☐	__________

Please explain. ____

15a. If maintenance services for the year-round education program are purchased from an outside contractor, please identify the service and the number of working days in the contract.

Service	Number of days
________________________________	__________
________________________________	__________
________________________________	__________

b. Indicate the reason for using contracted services. ____________________

____

____

____

____

16. In your opinion, what is the relationship between the year-round education program and the following factors compared to the traditional program?

	Increase	Decrease	No change
a. Student attendance	☐	☐	☐

Comment: ____

	Better	Worse	No difference
b. Teacher attendance	☐	☐	☐

Comment: ____

	More	Less	No difference
c. Vandalism and crime rate	☐	☐	☐

Comment: ____

	Better	Worse	No change
d. Student achievement	☐	☐	☐

Comment: ____

	Increase	Decrease	No change
e. Attendance at student activities	☐	☐	☐

Comment: ____

17. In your opinion, check the level of satisfaction of each group with the year-round education program.

		High 80-100% satisfied	Medium 30-70% satisfied	Low 0-20% satisfied
a.	Students	☐	☐	☐
b.	Teachers	☐	☐	☐
c.	Administrators	☐	☐	☐
d.	Pupil services personnel	☐	☐	☐
e.	Parents	☐	☐	☐
f.	Business community	☐	☐	☐
g.	Classified employees	☐	☐	☐
h.	Citizens without students in school	☐	☐	☐

18. In what way does the year-round education program affect the following? Check the amount of contact with these agencies or activities.

		Amount of contact		
		High	Medium	Low
a.	Community recreational facilities and programs	☐	☐	☐
	____			
b.	Community law enforcement	☐	☐	☐
	____			
c.	Child care facilities	☐	☐	☐
	____			
d.	Student job opportunities	☐	☐	☐
	____			

19. Please comment on how well the year-round education program is working over all at your school. State the reasons for your opinion.

20. In your opinion, what are the necessary ingredients for a successful year-round education program?

21. What have been the major obstacles to a year-round education program?

Please attach a copy of your year-round education calendar.

Thank you for completing this survey.

Please return the completed survey by April 10, 1986 to:

State Department of Education
Program Evaluation and Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

APPENDIX C

Year Round Education
Teacher Survey

____
School

____
Grade

____
Subject
(Secondary only)

____
Track

The State Department of Education is conducting a study of year-round education. An important part of the study is the opinion of teachers. Your school has been chosen to participate in the study. Please take a few minutes to respond to the following questions and statements, and return in the attached envelope.

How many years have you taught in a

a. year-round schedule? __________________

b. traditional (Sept. - June) schedule? __________________

Please indicate your opinion about the statements 1-15 by circling the number to the right of each statement which best reflects your feelings about the year-round school program.

	Strongly agree		Neutral	Strongly disagree		Not applicable
1. The year-round school calendar provides ample time segments for instruction.	1	2	3	4	5	0
2. Textbooks and other curriculum materials fit well into the year-round calendar.	1	2	3	4	5	0
3. Little modification of the traditional curriculum is necessary in the year-round program.	1	2	3	4	5	0
4. Student assessment must be done more frequently in the year-round program.	1	2	3	4	5	0
5. Continuity of instruction can be accomplished easily in year-round programs.	1	2	3	4	5	0

	Strongly agree		Neutral		Strongly disagree	Not applicable
6. Moving into and out of classrooms is a real inconvenience related to year-round programs	1	2	3	4	5	0
7. Storage of instructional materials is a problem for year-round programs	1	2	3	4	5	0
8. The length of vacations provided in the year-round schedule is adequate.	1	2	3	4	5	0
9. The frequency of vacations provided in the year-round schedule is adequate.	1	2	3	4	5	0
10. My family vacations are disrupted by the year-round schedule.	1	2	3	4	5	0
11. I have augmented my salary by substitute teaching during my vacation.	1	2	3	4	5	0
12. I have augmented my salary by teaching during intersession.	1	2	3	4	5	0
13. Teacher attendance is better in the year-round program than in the traditional.	1	2	3	4	5	0
14. Student attendance is better in the year-round program than in the traditional.	1	2	3	4	5	0
15. Building maintenance is a problem for year-round schools.	1	2	3	4	5	0

16. Please answer the following questions comparing the year-round program to a traditional program. Circle the appropriate letter.

Compared to the traditional school program,	Better		Same		Worse	Unknown
a. I like teaching in a year-round education program	a	b	c	d	e	0
b. time provided for staff development in the year-round program is	a	b	c	d	e	0

	Better		Same		Worse	Unknown
c. the quality of instruction in the year-round education program is	a	b	c	d	e	0
d. student behavior in the year-round program is	a	b	c	d	e	0
e. teacher attitude in the year-round program is	a	b	c	d	e	0

17. Please identify the advantages of year-round education for

a. students

b. teachers

c. others (Please specify)

18. Please identify the disadvantages of year-round education for

a. students

b. teachers

c. others (Please specify)

19. What are the necessary ingredients to a successful year-round education program?

20. What are the major obstacles to a successful year-round education program?

APPENDIX D

California Department of Education

Year-Round Education Study
Student Questionnaire

The State Department of Education wants to know how you feel about year-round schools. Please take a few minutes to answer the questions below, and return this form to your teacher. Thanks for your help.

1. What is the name of your school? ______________________________

2. What track are you on? ______________________________

3. How many years have you attended

   a. a year-round school? ______________________________

   b. a traditional school (September to June)? ______________________________

4. For the following questions, check either yes, no, or not sure.

	YES	NO	NOT SURE
a. If you had a choice, would you prefer to go to a year-round school instead of a traditional school?	☐	☐	☐
b. Are most of your friends on the same track as you are?	☐	☐	☐
c. Do you like the year-round program vacation schedule?	☐	☐	☐
d. Is you classroom comfortable during the hot weather?	☐	☐	☐
e. Do you feel that you learn more on a year-round schedule than on a traditional schedule?	☐	☐	☐
f. Do your parents like the year-round program?	☐	☐	☐
g. Do you participate as much in sports or other school activities as you would in a traditional program?	☐	☐	☐
h. Are your chances of finding a job when you are off track better in the year-round program?	☐	☐	☐

5. What do you like about the year-round program?

6. What do you dislike about the year-round program?

5/86

APPENDIX E

Year-Round Education Study
Parent Questionnaire

The State Department of Education is conducting a study of year-round education. An important part of the study is the opinion of parents of children in these programs. Your child's school has been chosen to participate in the study. Please take a few minutes to respond to the following questions and statements, and return this survey form in the envelope provided.

1. What school does your child attend?

2. What track is your student on?

3. How many school age children in the family are in:

   a. Elementary school?

   b. Junior high/middle school?

   c. High school?

4. Are all of the children in your family on the same vacation schedule? Yes ☐ No ☐

   If no, how many different schedules are they on?

5. Are you satisfied with your child's track assignment? Yes ☐ No ☐

Please indicate your opinion about statements 6a to 6j by circling the number to the right of each statement which best reflects your feelings about the school program, compared to the traditional (September to June) school program.

6. Compared to a traditional school program,

	Better		Same		Worse	Unknown
a. the quality of school work in a year-round program is	1	2	3	4	5	0
b. student attendance in a year-round program is	1	2	3	4	5	0
c. participation in sports or other school activities in a year-round program is	1	2	3	4	5	0
d. arrangements for child care for a student in the year-round program are (elementary school only)	1	2	3	4	5	0
e. chances of finding a job during off-track time in a year-round program are (high school only)	1	2	3	4	5	0
f. classroom conditions during hot weather in a year-round program are	1	2	3	4	5	0
g. the cleanliness and appearance of the school grounds of a year-round program are	1	2	3	4	5	0
h. the school's efforts to communicate with you about school activities in the year-round program are	1	2	3	4	5	0
i. the ease of planning family vacations in the year-round program is	1	2	3	4	5	0
j. the overall degree of satisfaction for my child in a year-round school is	1	2	3	4	5	0

7. What do you like about the year-round education program?

8. What do you dislike about the year-round education program?

ESTUDIO SOBRE LA ESCUELA DE TODO EL AÑO

El Departamento de Educación está haciendo un estudio en escuelas de todo el año. Una parte muy importante de este estudio es la opinión de los padres de familia con hijos en estas escuelas. La escuela de su hijo(a) está participando en este estudio. Pedimos su cooperación. Favor de llenar este cuestionario y devuélvalo en el sobre incluído.

1. ¿En cuál escuela está matriculado su hijo(a)? ____________________

2. ¿A cuál agrupación pertenece su hijo(a)? ____________________

3. ¿Cuántos niños de la familia son estudiantes de:

   a. escuela primaria? ____________________

   b. escuela intermedia? ____________________

   c. escuela secundaria? ____________________

4. ¿Están todos los niños de la familia en vacaciones al mismo tiempo? ☐ Sí ☐ No

   Si no, ¿en cuantos horarios diferentes ellos se encuentran? ____________________

5. ¿Está usted contento con la agrupación designada para su hijo(a)? ☐ Sí ☐ No

Por favor ponga un círculo alrededor del número a la derecha de cada pregunta que mejor indique su opinión sobre este programa escolar comparado con el programa tradicional de septiembre a junio.

6. En comparación con un programa del año escolar tradicional,

	Mejor		Igual		Peor	No sé
a. la calidad de trabajo estudiantil en una escuela de todo el año es	1	2	3	4	5	0
b. la asistencia de los estudiantes de la escuela de todo el año es	1	2	3	4	5	0
c. la participación en deportes u otras actividades escolares en una escuela de todo el año es	1	2	3	4	5	0
d. los arreglos para el cuidado de su hijo(a) durante el programa de la escuela de todo el año son (escuela primaria solamente)	1	2	3	4	5	0
e. las posibilidades de encontrar trabajo durante las vacaciones para los estudiantes de la escuela de todo el año son (escuela secundaria solamente)	1	2	3	4	5	0
f. las condiciones en los salones de clase durante temporadas calurosas en la escuela de todo el año son	1	2	3	4	5	0
g. la apariencia de la escuela de todo el año en general es	1	2	3	4	5	0
h. los esfuerzos que hace la escuela para mantener a los padres de familia bien informados sobre las actividades en la escuela de todo el año son	1	2	3	4	5	0
i. la facilidad que los padres de familia tienen para planear las vacaciones familiares en el programa de la escuela de todo el año es	1	2	3	4	5	0
j. mi evaluación general de este programa para mi hijo(a) es	1	2	3	4	5	0

7. ¿Qué le gusta a usted de este programa de escuela de todo el año?

8. ¿Qué no le gusta a usted de este programa de escuela de todo el año?

Publications Available from the Department of Education

More than 650 publications are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0471-8	Addendum to the 1985-86 California Private School Directory (1986)	7.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0663-X	English-Language Arts Model Curriculum Guide, K—8 (1987)	2.25
0-8011-0247-2	Handbook for Conducting an Elementary Program Review (1985)	4.50
0-8011-0248-0	Handbook for Conducting a Secondary Program Review (1985)	4.50
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-X	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
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